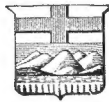


THIRTY-FIFTH ANNUAL REPORT
OF THE
DEPARTMENT OF EDUCATION
OF THE
PROVINCE OF ALBERTA
1940

PUBLISHED BY ORDER OF THE LEGISLATIVE ASSEMBLY



EDMONTON:
PRINTED BY A. SHNITKA, KING'S PRINTER
1941

Edmonton, December 31st, 1940.

TO HIS HONOUR,

JOHN CAMPBELL BOWEN,

Lieutenant Governor of the Province of Alberta.

SIR:

I have the honour to transmit herewith the Annual Report of the Department of Education for the year 1940.

I remain, Sir,

Your obedient servant,

WILLIAM ABERHART,

Minister of Education.

CONTENTS

	PAGE
I. Letter of Transmittance HON. WM. ABERHART	3
II. The Deputy Minister: Report of Deputy Minister G. FRED McNALLY	7
(a) Report of Secretary of Department	12
(b) Report of Board Administering "The Education of Soldiers' Children Act" M. M. O'BRIEN	14
III. Supervisor of Schools: (1) General Survey, Supervisor of Schools H. C. NEWLAND	14
(2) Report of Registrar R. V. BE LAMY	43
(3) Report of Director of Correspondence School Branch	47
IV. Chief Inspector of Schools: Inspection in Alberta E. L. FULLER	52
V. Technical Education: Report of the Director of Technical Education W. G. CARPENTER	73
VI. Report of School-Book Branch W. H. NOBLE	76
VII. Report of Buildings Branch C. G. JEWERS	83
VIII. General Statistics A. P. WILSON	84
INDEX	110

REPORT OF THE DEPUTY MINISTER

THE HONOURABLE WILLIAM ABERHART,
Premier and Minister of Education,
Government Buildings, Edmonton.

SIR:

I have the honour to submit herewith the thirty-fifth annual report of the Department of Education. In so doing, I should like to suggest that all sections of the report merit the attention of all thoughtful citizens of the Province. Each of the contributors deal fully with that phase of educational activity for which he is primarily responsible. The statements, while comprehensive, are at the same time concise and calculated to give the reader just the material he needs to enable him to visualize precisely what has taken place during the past year. The names of those whose statements have been included with the subjects covered will be found in the Table of Contents. My task in this introductory statement will be to call attention to certain highlights of these, and urge that the more extended statements be given some study.

ENROLMENT

The total enrolment for all schools for the year 1939-40 reached 163,892, a number approximately 750 greater than that of the year before. The number of pupils registered in Alberta schools steadily declined from an all-time high of 172,040 reached in 1933-34 until June, 1939. It is necessary to go back to June 30, 1928, to find a registration comparable to that of the year under review. It is interesting to note, too, that for the past six years the number of pupils enrolled in rural schools has exceeded those in attendance in urban schools, which means that the Divisional Schools are meeting the needs of all the pupils in their own environment. It may be expected that the total will continue to creep slowly back to the figure of 1933-34. During the year 99.1% of the schools in operation were operating more than 160 days. The average for all schools was 193.18 days. In spite of this excellent record of operation, altogether too many days are lost by individual pupils. The next step must be a campaign to increase the consumption of this education which has already been bought and paid for.

YOUTH TRAINING

The Dominion-Provincial Youth Training programme in Alberta has been under the general chairmanship of the Deputy Minister. Since the inception of this work the following services to youth have been offered:

- (a) Short courses of three weeks' duration for rural youth, in which farm and community problems have received attention.
- (b) Forestry camps for training young men in the rudiments of forest protection, fire prevention and conservation.

- (c) Classes for young women in home service.
- (d) Occupational training for young men, consisting of observation, guidance and actual training in industry.
- (e) Provision of courses in the Schools of Agriculture for young people from the drought areas as well as training for special types of agricultural activity, *e.g.*, fur farming, beekeeping, horticulture and creamery work.
- (f) Classes in health and recreation. At the close of the year there were 172 classes in operation in 104 communities of the Province.
- (g) Prior to the opening of the special schools for the training of airmen, classes in wireless, engine fitting and air-frame mechanics were held at the Institute of Technology.
- (h) In 1939 a system of scholarships for University students was inaugurated. A total of \$4,000.00 has been available for each of the past two years, and many deserving students assisted in amounts varying from \$50.00 to \$150.00.

In all these activities costs have been shared on a fifty-fifty basis as between the Province and the Dominion. Provision was made for placement service where such could be used to advantage.

Early in 1940 the Dominion launched its War Emergency Training Programme and invited the co-operation of the Provincial Government. The Government handed over this work to the organization which has been carrying on the Youth Training described above. Negotiations with the School Boards of Edmonton and Lethbridge resulted in their turning over their technical high schools for the summer. The Medicine Hat centre was reopened and the regular centres in Calgary and Edmonton adapted to training men for war industry. In the meantime the building which had been used jointly by the Normal School and the Institute of Technology was requisitioned by the Dominion for use as a Wireless School. Fortunately the City of Calgary was able to make space available in the Grand Stand building of the Exhibition Association. So the Institute found quarters there. Immediately the transfer had been completed, late in July, the Institute enrolled a class of trainees for engine fitting and radio work. These men were selected from the most promising of those in the other centres. Thus by late August more than 800 men were in training in the six centres. Opportunities for employment did not open up generally until early in November, but since that time the men have been absorbed as rapidly as their training has been completed. Towards the end of the year extra shifts were organized in all centres to provide training for 450 enlisted men to equip them to service mechanized equipment. At the beginning of the year 1941 there were approximately 1,500 men receiving training, some in preparation for enlistment in the R.C.A.F., some for service in war industry and the balance for specialized service in armoured units. The cost of all this training, with the exception of the administration, is borne by the Dominion Government.

THE COLLEGE OF EDUCATION

At the 1940 session of the Legislature the School of Education of the University of Alberta, organized for the professional training

of high school teachers, was raised to the status of a College and given a separate budget. A third full-time man was added to the staff and preparations made for considerable increase in enrolment. In this the College was not disappointed. Now students intending to enter teaching register with the College at the outset of their University career, and so have the advantage of expert advice throughout their undergraduate years. A very appreciable increase in registration in the College took place when the University opened last September. This is fortunate, since many men have had to withdraw from teaching for war service.

LARGE ADMINISTRATIVE UNITS

Alberta now has all its rural schools, save 180, in large units known as Divisions. There are 48 of these. It is possible that two more may be set up later to meet the needs of the people living in rather remote areas. The Department has recently issued a bulletin entitled "*After Three Years*," which sets forth in some detail our experience thus far. This bulletin summarizes the accomplishments of the Divisions in these words:

"The three years' experience of the Province of Alberta has shown that the divisional system not only is feasible, but that it also has decided advantages over the system of local control. The increased opportunities which are being provided for high school pupils, the better conditions under which teachers carry out their duties as instructors, the improvement in the accommodation and equipment of schools, the more harmonious relations developed among the people of each community are all factors which have contributed to the growing favour, now almost general, with which the larger administrative unit is being accepted by the people. While the new system has not resulted in lowering expenditures on education, it has reduced the yearly cost of education per pupil according to both enrolment and average attendance. The divisional system has increased very greatly the opportunities of rural children. At the same time, it has succeeded in giving to the people of the Province a larger return on their educational dollar."

THE SALARY SITUATION

Table 32 of the report of the Department Statistician is reproduced below. Attention is directed to the fact that during the year just closed we had recovered all the ground lost during the years of the depression. It is interesting to note that recovery has been uniform in every type of school in the Province.

AVERAGE SALARY OF TEACHERS

	No. of Teachers, 1939-40	Salaries, 1929-30	Salaries, 1939-40
Average salary per year paid in Divisions	3,518	\$ 812.00	\$ 815.81
Average salary per year paid in Rural Schools not included in Divisions	268	789.46	784.63
Average salary per year paid in City and Town Schools	1,549	1,651.04	1,662.67
Average salary per year paid in Village Schools	501	1,075.30	1,075.12
Average salary per year paid in Separate Schools	215	1,095.37	1,095.77
Average salary per year paid in Consolidated Schools	225	1,012.25	1,017.96
Average salary per year paid in Rural High Schools	14	1,192.61	1,221.43
Average salary per year paid in all schools	6,290	1,039.21	1,045.30
Average salary per year paid in Urban Schools	2,504	1,434.63	1,435.34

EDUCATION BY CORRESPONDENCE

There has been quite remarkable growth in the numbers of students who find it either necessary or to their advantage to proceed with their education by correspondence. In 1940 the following numbers of students were registered in the three divisions of the school system, viz.:

Elementary	571
Intermediate	622
High School	2,746
	3,939

The number of subject registrations by high school students reached approximately 5,000.

There are probably two main reasons why the number of high school students taking work by correspondence has risen so rapidly. Divisional Boards, in their anxiety to assist all pupils to secure a high school education and finding themselves unable to provide dormitories or class instruction within reach of the pupils, have provided courses by correspondence. A close check is kept on the progress of these pupils by the Divisional officers to make sure that the Division is getting a satisfactory return for the money spent in correspondence school fees. One Division requires the parents to pay the fees of the pupils on the guarantee that refunds will be made on the basis of every credit actually earned.

GENERAL SHOP AND HOUSEHOLD ECONOMICS

Continued growth in provision for these subjects marked the year 1940. Either General Shop or Household Economics or both are being offered in 181 centres this year. Inquiries from School Boards and individuals would indicate that the increase during the next year, even in spite of the war, will be more remarkable still. These courses are very popular wherever offered, with teachers, students and parents alike. It is astonishing that educationists have overlooked this medium of educational development for so long.

THE ALBERTA TRUSTEES' ASSOCIATION

Legislation requiring membership in the Association on the part of all School Boards was enacted in 1939. This insures a representative meeting of trustees from the entire Province and provides sufficient revenue to enable the Association to carry on an aggressive and effective programme of work. The annual convention now numbers approximately 500, the business is handled with despatch and the cause of education is very definitely advanced.

AN EXPERIMENT IN AGRICULTURAL INSTRUCTION

Instruction in Agriculture has never been on a very sound basis in this Province. Courses either consisted of the memorization of material from a text book or were so theoretical as to be far removed from actual farm experience. For this reason the curriculum committee decided to omit any such courses until some method could be found of actual participation in experiences as a part of the prescribed work. It was decided in the spring to undertake an experiment at Brooks in connection with the Experimental Farm there and the Irrigation Company's farm. An outline for an

optional course in Agriculture, similar to those in motor mechanics or carpentry, was drafted. A graduate in Agriculture with farm experience both before and after his university work, was added to the staff. This man had also the advantage of graduate work in a Western American State where high school courses of this sort are well established

The new course attracted as many registrants from all over the E.I.D. Division as could be accommodated. Each student carries on an activity at home under the supervision of the instructor. Stock is bought and cared for and sold as part of the school work. The grounds of the dormitory have been landscaped, a garden will be planted and experience in co-operative buying provided. Should this show the results expected, this and similar options will be made available for pupils in other high schools.

I have the honour to be, Sir,

Your obedient servant,

G. FRED McNALLY,
Deputy Minister.

REPORT OF THE SECRETARY OF THE DEPARTMENT
OF EDUCATION

(M. M. O'BRIEN)

During 1940 the Government, through the Department of Education, made the necessary arrangements for the education of deaf and blind children in schools for such children in other provinces. The total number of schools to which these handicapped children were sent was 8, these being the Manitoba School for the Deaf at Winnipeg, the Ontario School for the Blind at Brantford, the School for Deaf Girls at Montreal, the School for Deaf Boys at Montreal, the MacKay Institute at Montreal, the School for the Deaf and Blind at Vancouver, and the School for the Deaf at Saskatoon. The total number of deaf children taken care of was 81, and the total number of blind children taken care of was 29.

During the June term there were 65 pupils in attendance at the school in Winnipeg. Just prior to the opening of school in September, the School for the Deaf at Winnipeg was taken over by the military authorities and it was found necessary to make some other provision for the Alberta deaf pupils. Arrangements were finally completed with the MacKay Institute at Montreal, and at the end of 1940 there were approximately 59 pupils in attendance at that school. Nine former pupils did not return to school and 2 were sent to the School for the Deaf at Saskatoon instead of to Montreal. Four new pupils were sent to the MacKay Institute for the fall term and one boy, who had been out of school for a year, also attended that school during the fall term. There were 2 deaf pupils in attendance at the Vancouver School for the Deaf and Blind during the June term and 2 others commenced in September, bringing the total Alberta pupils in attendance at that school at the end of the year to 4. There was 1 deaf girl in attendance at the School for Deaf Girls in Montreal during the year and 2 boys at the School for Deaf Boys in Montreal. There were also 2 Alberta pupils in attendance at the School for the Deaf in Saskatoon during the June term. One of these pupils did not return in September, but 2 other pupils commenced, making a total of 3 in attendance there at the end of the year. As of December 31st, 1940, the attendance of pupils at the different schools was as follows: 59 at the MacKay Institute in Montreal, 4 at the School for the Deaf in Vancouver, 2 at the School for Deaf Boys in Montreal, 1 at the School for Deaf Girls in Montreal, and 3 at the School for the Deaf in Saskatoon.

There were 27 blind children taken care of at the Ontario School for the Blind at Brantford during 1940. Twenty pupils attended during the June term, and 3 of these pupils did not return for the fall term. Seven new pupils attended during the fall term, making a total of 24 in attendance as of December 31st. There were 2 blind pupils in attendance at the Nazareth Institute for the Blind in Montreal during the year.

The amount expended on behalf of the deaf and blind pupils for the fiscal year ended March 31st, 1940, was \$44,915.39.

As in former years, a grant was made by the Legislature to the Canadian National Institute for the Blind, the amount of the same being \$7,500.00 for the fiscal year ended March 31st, 1940. The

amount was equally divided between the two Alberta committees, the Northern Alberta Committee with headquarters in Edmonton and the Southern Alberta Committee with headquarters in Calgary. The southern area is served by an executive committee of 12 members residing in the City of Calgary, and the northern area by an executive committee of 10 members residing in the City of Edmonton. These committee members give their services free. In addition to the committees, there are at each headquarters, offices for the executive officer, the blind teacher, office assistants and workroom assistants. The executive officers and teachers are blind persons, and these officials and the necessary assistants are regularly employed and receive regular salaries. The total amount expended in Alberta during 1939-40 was \$20,350.81. In addition to the grant made by the Legislature, it was necessary, therefore, for the two committees to obtain additional funds, and these funds were raised by campaigns conducted under the auspices of the Institute.

SPECIAL CLASSES

Two sight-saving classes were conducted in the Province, one in Calgary with 16 pupils and one in Edmonton with 12 pupils. Classes for sub-normal pupils were also conducted in Calgary and Edmonton. The Calgary Public School Board had 6 rooms in operation with 109 pupils enrolled, the Calgary Separate School Board had 1 room in operation with 19 pupils enrolled, and the Edmonton Public School Board had 7 rooms in operation with 103 pupils enrolled. These rooms received grants from the Government, through the Department of Education, based on 50% of the teacher's salary. For the 6 rooms for sub-normal pupils and the 1 sight-saving class conducted by the Calgary Public School Board the grant paid was \$6,558.28. The one room for sub-normal pupils conducted by the Calgary Separate School Board received a grant of \$637.50, and the 7 rooms for sub-normal pupils and the 1 sight-saving class in Edmonton received a grant of \$6,528.37.

LOANS TO NORMAL SCHOOL STUDENTS

There is still a considerable amount outstanding on the loans made to Normal School students prior to 1932. Collections are still being made, and during 1940 approximately 37 teachers made payments against their accounts and 14 others closed out their accounts. During the fiscal year ended March 31st, 1940, there was collected on these loans \$2,556.07 principal and \$1,075.51 interest. The balance outstanding on these loans at the end of the fiscal year was about \$6,129.79.

LOANS TO SCHOOL DISTRICTS

During the fiscal year ended March 31st, 1940, there was collected on school district loans \$287.69 principal and \$450.66 interest. The balance outstanding as at March 31st, 1940, was \$273,140.26.

OFFICIAL AUDITORS

When the official auditors were appointed in December, 1939, the appointments were made permanent, so that new appointments were not necessary in 1940. Accordingly, 22 new auditors were

appointed during 1940. Two claims were submitted to the Bond Company. After one claim was adjusted it was found that there was an actual shortage of \$778.90, which was paid by the official who was short in his accounts, and in addition the Bond Company paid part of the cost of the audit, \$156.90. The other claim is still under consideration by the Company.

REPORT OF BOARD ADMINISTERING THE EDUCATION OF SOLDIERS' CHILDREN ACT

(M. M. O'BRIEN, *Honourary Secretary*)

An appropriation was again made by the Legislature to assist in the education of soldiers' children in accordance with the provisions of The Education of Soldiers' Children Act. The vacancy on the Board, caused by the death of Lt.-Col. T. C. Sims, was filled by the appointment of Mr. James Chorley.

During the fiscal year ended March 31st, 1940, there were 452 students who received assistance under this Act, the amount expended on their behalf amounting to \$14,575.18.

The number of students who received awards was 452, and the following table gives the details of the different courses followed by the students receiving awards:

	Boys	Girls	Total
1. Technical Courses	10	5	15
2. High School (Academic)	145	260	405
3. High School (Commercial)	1	16	17
4. Agriculture	6	3	9
5. Nursing		1	1
6. Correspondence Courses	3	2	5
	165	287	452

REPORT OF THE SUPERVISOR OF SCHOOLS

(H. C. NEWLAND)

A.—REVISION OF THE SCHOOL CURRICULA

Elementary-School Curriculum.

In March, 1940, the Department reprinted in a revised form its Programme of Studies for the Elementary School. In this revised edition a further step was taken towards complete integration of the Programme, with the result that the integrated part of the Programme now includes History, Geography, Elementary Science, Health and Physical Education. Provision is still made for some formal instruction in Arithmetic (Number Work), Reading, Language, Music and Art; but this instruction is not to be scheduled for regular classes, being given only as the need arises in the course of classroom activities. It is to be noted that this increased measure of integration has not been accomplished merely through the fusion of curricular content from several subject-matter fields, but through the use of motivation in group activities. In other words, the Alberta Programme of Studies for the Elementary School is both an "integrated programme" and an "activity programme." It is, indeed, quite possible for a programme to be one

of these things without being the other; but it is safe to say that the Alberta Programme for the Elementary School now offers teachers the opportunity to make the classroom a place where children can acquire the art of wholesome, co-operative living.

At this time of world crisis, when we are struggling to maintain our democratic way of life, we do well to recognize the fact that the ability to think and act democratically does not develop automatically in children, like a sixth-year molar, but must be taught through a living situation both at home and in the classroom. Accordingly, Alberta's Activity Programme for the Elementary School provides a type of classroom experience in which children may practice democracy, and learn about it from living in it. Teachers and pupils plan, work and play together, on a person-to-person and person-as-a-person basis.

Inspectors and superintendents report that the principles and objectives of the revised programme are now accepted by a large majority of the teachers. This change in attitude and outlook on the part of the teachers has been brought about in several ways: courses of instruction at the Summer School, a new and more dynamic type of instruction in the Normal Schools, special programmes at the teachers' conventions and, in many parts of the Province, study groups sponsored by local teachers' associations. The establishing of teachers' professional libraries in the school divisions has encouraged the study of progressive practices in education; and the new form of reports on pupils' progress has directed the attention of parents as well as teachers to the desired outcomes of the revised programme.

In June of this year the Department issued, as a special supplement to the Programme of Studies for the Elementary School, a Book List showing the titles of all textbooks, reference books, library books and books for free reading that are recommended or mentioned in the Programme of Studies. This list contains the names of a large number of books—many more than small schools can hope to possess. But it sets forth also a "Minimum List" of books that should be placed by divisional superintendents in the classroom library of every school.

High-School Curriculum.

For use during the year 1940-41, Bulletin I of the Revised Programme of Studies for the High School was revised a second time. The Regulations governing the offering of subjects and Recommendations for High-School Credits were printed in a separate pamphlet, and the prescribed content was recast for General Mathematics, Algebra 1, Trigonometry and Analytical Geometry, Typewriting 1a, Law and the Survey of English Literature. The former course in Sociology and Psychology was divided into two separate courses.

In September, a new textbook was introduced for Geometry 1, written by Dr. A. J. Cook, of the University of Alberta, under the direction of a Departmental committee. A teachers' manual to accompany this book was prepared and sent out to the teachers.

A more general offering of the course in Vocations and Guidance to high-school students of the first and second years is very desirable. This year the number of credits for this course was raised from one to two, and the course itself was made an elective in both

years. It is proposed to offer a leadership course in Guidance at the 1941 Summer School for Teachers, and to invite principals and experienced teachers from many different parts of the Province to attend.

It is now generally agreed that Guidance is not, properly speaking, a "course for credit" at all. It is rather a counselling service which every modern intermediate or high school should offer to every one of its students. Changes in school administration are therefore necessary to provide time on the daily programme for the use of trained counsellors. The time is past when every moment of the school day can be taken for "teaching." Time must be found on the programme to provide the students with an opportunity for sound and wholesome personal and emotional as well as intellectual growth.

A Departmental committee on High-School English met in the Committee Room of the Legislative Chambers on Saturday, October 19th. The following persons were present: Dr. R. K. Gordon, Mr. F. M. Salter, Inspector D. M. Sullivan, Miss L. Maguire, Miss F. S. Todd, Miss L. J. Sangster, Miss M. E. Davis, Miss I. McDonald, Miss M. O'Neill, Dr. D. J. Dickie, Mrs. N. M. Aylesworth, Mr. J. L. Laurie, Mr. H. R. Leaver and Inspector H. S. Baker. The Supervisor of Schools presided.

The committee discussed the proposed new anthology for Grade XII, the revised Survey of English Literature, and other matters relating to the high-school programme in English.

The chairman stated that seven publishers had been asked to submit an offer and list of titles for an anthology of poetry suitable for third-year high-school students, to comprise about 400 pages in which the distribution of poetry will be as follows:

19th Century poetry (mainly British)	20%
British contemporary poetry	30%
American contemporary poetry	35%
Canadian poetry	15%

Offers had been received, and these were considered by the committee.

It was decided to proceed with the preparation of the anthology according to the specifications already set out; with the proviso that selections of good poetry from other parts of the Commonwealth may be included in the Canadian section, and that provision should be made in the anthology for three different levels of reading ability. It was agreed that final action on the choice of a publisher should be deferred until all members had sufficient time to examine closely all of the submissions, and concluded by means of a questionnaire and special ballot.

The committee recommended that the lists of books for Free Reading in Grades XI and XII be revised; and that in English 3 the Free Reading should include poetry and essays from current magazines and periodicals.

The matter of revising the Grade X anthology, and of selecting a new textbook for the Survey of English Literature, was held over for next year.

There is substantial evidence to show that the revised Programme for the High School is much more acceptable to students,

teachers and parents than the former programme. There are still critics who complain about the lowering of achievement standards in certain academic subjects; and it must be conceded that the high-school group as a whole, embracing as it does a wider range of ability than ever before, cannot reach the same standard in a subject like Mathematics that is attained by a select group. But with a rigid programme, dominated by academic subjects, only two results were possible: either the standard of achievement was lowered, or a large number of students—almost a majority—was habituated and inured to failure. With the revised programme, students can be graduated from the high school without failure if they elect the subjects proper to their aptitudes and interests; and if only those students attempt advanced Mathematics who have a flair for the subject, the standard of achievement will not be lowered; on the contrary, it will be raised.

Nevertheless it must be said that impoverished conditions and economic pressure tend to drive students towards the academic electives; both because these subjects are still generally regarded, in our competitive society, as subjects that confer status and prestige; and because they can be used by employers as criteria for the selection of applicants for "white-collar" jobs. In this way, the growth of ability in Mathematics and Science may have much more importance in the eyes of the public than the development of a wholesome personality. The relation of this untoward symptom to education for democracy should not be overlooked. Obviously the situation calls for a guidance service in every high school.

The system of recommendations for credit, in the place of Departmental examinations, works well enough when beginning students are not permitted to overload their programmes, and are guided in their choice of subjects. Students who take too many academic electives are very likely to fail when they come to the Departmental examinations of the Third Year; but many of these failures can be avoided through proper guidance. There is a considerable tendency for credits to become automatic, once the student begins to take instruction in a subject. Here there is a very useful safeguard in the "Form A" cards, by means of which the year's programme in every high school is subject to the approval of an inspector of high schools. Given properly qualified teachers, adequate time and facilities for instruction and a proper choice of subjects to be offered, there can be no disadvantage in granting to every student his credits in every subject on which he has done a full year's work. For it is of the spirit of the new programme that students shall enjoy their work, pursue it consistently throughout the year to the full measure of their ability, co-operate voluntarily with the class and the teacher and taste the satisfaction of success. Of such is the school for democracy. On the other hand, if students have no liking for their programme, and no use for it save as a means to gather credits without any regard for performance; if they present themselves in the classroom for as little time as possible, beginning late in the fall and quitting early in the spring; if they sustain no growth of a desirable quality either in their personality or their sense of social responsibility, then in so far as they are concerned, the school is not an educational institution at all, and the granting of credits becomes merely a "racket." To prevent such a

result, it will be necessary to enforce strictly the safeguarding regulations governing recommendations for high-school credits.

Since Departmental examinations have always produced a well-marked effect on classroom teaching and procedures, the recent changes in the style and tenor of these examinations should improve materially the prevailing quality of classroom instruction in English, Social Studies, Science, Mathematics and Foreign Languages. What these examinations aim to test is not the student's ability to reproduce memorized or specially prepared material, but to apply principles in new situations, and to think independently—in other words, democratically. In the same way, the General and Survey Tests required of students seeking admission to the Normal Schools are designed to measure the candidates' mental maturity, and mastery of fundamental principles.

Intermediate-School Curriculum.

A meeting of the Home Economics teachers of the Province was held in the Board Room of the School Board Offices, Calgary, on Saturday, October 5th. The Supervisor of Schools and Dr. W. G. Carpenter, Director of Technical Education, were present and took part in the proceedings.

A proposed revision of the course in Home Economics for the intermediate grades was discussed in detail at his meeting, and agreement was reached on the following points:

- (i) The course should be revised in the next printing of the Programme of Studies for Grades VII, VIII and IX.
- (ii) The course should be integrated around the principle that the home-making is a co-operative enterprise. The set-up of distinct, individual units arranged in a series is to be abandoned, and in the place of these there will be a programme of activities integrated around the home as a centre.
- (iii) A programme in home-making will be provided for boys.
- (iv) The course will provide for an interchange between activities of Home Economics and of General Shop, the boys taking work in Home Economics while the girls take some of the work in General Shop.
- (v) The care of children and consumer purchasing will be included in the activities of the programme.
- (vi) The course will facilitate in every way possible a direct contact between the classroom and the local community.
- (vii) There will be close co-operation between the teaching of Home Economics and the teaching of health.
- (viii) The activities for Grades VII, VIII and IX will be integrated; not divided, as formerly.

The following persons were appointed as members of a permanent Committee on Home Economics: Miss Grade Bard, Miss Ada Lent, Miss Lorine A. Torgerson, Miss Jean Irwin, Miss Ferne N. Edwards, Miss Gertrude Connors, Miss Mary Burgess, Miss Myrtle Ellis, Miss Jean McNally, Miss Bernice Bell, Miss Elizabeth Grisdale, Miss Margaret Lang.

This same committee will proceed next year with the revision of the High-School Programme in Home Economics.

A meeting of the general-shop and technical teachers of Edmonton was held in the Committee Room of the Legislative Chambers on Saturday, October 26th. The Supervisor of Schools gave an account of his visit with the teachers enrolled in shop subjects and their instructors at the Calgary Summer School in July. Amongst the matters discussed at that time were the course in Mechanical Drawing for Grades VII, VIII and IX, the use of a shop register, the possibility of extending the course in General Shop for a certain type of pupil, and the fundamental question of general-shop objectives. It was the general opinion that the prescription for Mechanical Drawing is too rigid, requiring of all students the attainment of a given level of skill before shop work proper is begun. These teachers would introduce Mechanical Drawing only as it is actually required in carrying out shop projects, and would therefore not require all pupils of the intermediate grades to attain even the Grade VII level of skill in Drawing. They also asked for more freedom in the distribution of time amongst the different phases or projects of General Shop.

The Supervisor then asked the meeting to consider the matters discussed at Calgary, and the following as well: plans for revising the programme in General Shop and Shop Subjects for the intermediate and high-school grades; the provision of educative experience rather than training for a job; the integrating of General Shop with other parts of the programme for intermediate and high-school grades; and the addition of a course in Home Mechanics for boys, and for girls, and of a third unit in General Shop, to be known as General Shop 3.

In the course of the discussion, a sharp difference of opinion emerged on the question of skill as an objective of the programme.

In this connection, it becomes clear that some careful thinking is necessary on the status of the industrial arts in the modern high-school programme. The industrial arts, in competition with the older academic subjects, are under a handicap for the following reasons:

- (i) There is a tendency on the part of the public to think, however unjustified the opinion may be, that general-shop instruction is much more expensive than academic instruction because of the cost of the necessary equipment.
- (ii) In an economy such as that in a Province like Alberta, where occupations are not greatly diversified and where there is keen competition with the few jobs that are available, there is necessarily a prestige attached to "white-collar" jobs, which tends to make parents direct their children away from shop courses. Even though the parents may be led to believe that these courses are of more educative value for their children, they are mainly interested in the economic welfare of their children, desiring them to get a type of high-school education that will admit them to some of the preferred vocations.
- (iii) There is the further difficulty that, in so far as educative values are concerned, it is difficult to show that the shop subjects are really more important than the older academic subjects. Here again popular opinion that the academic subjects are cheaper tips the scales against shop subjects.

It is the view now prevalent amongst progressive educators that the primary function of the intermediate school and the high school is to provide a curriculum that will help boys and girls to meet their own personal problems with a reasonable chance of success in our present changing society. Curriculum-makers must ask a fundamental question: "What are the needs of adolescent boys and girls today?" Just as a thorough inquiry into this question is bound to result in very drastic changes in the content of academic subjects of the intermediate and high-school programme, so will the same inquiry modify very greatly our conception of the objectives and values of General Shop and shop subjects.

After some discussion on the question of certification, it was agreed that the Edmonton shop teachers would constitute themselves as a committee to work on the revision of the general-shop programme for intermediate and high-school grades, in co-operation with a like committee in Calgary.

A similar meeting of the Calgary shop teachers was held at Western Canada High School, Calgary, on the evening of Wednesday, November 6th.

The Supervisor of Schools, acting as chairman, described his meeting at the Calgary Summer School in July, and the proceedings at the recent meeting in Edmonton.

Mr. F. L. Woodman, Acting Principal of Western Canada High School, gave a very interesting review of the work in General Shop and shop subjects at his school. In this, the largest high school in Alberta, about 700 students take General Shop and shop subjects, and of these only 30 or 40 take General Shop alone. He made it clear that the offering of these subjects eases the tension in a large high school, and makes "contented students."

Here again the question of objectives was raised: Are the shop courses to be considered vocational or educative? A majority of the teachers favoured the view that the ideals, attitudes and habits engendered by the courses are of greatest importance: the vocational value of the courses is secondary and incidental.

The chairman made it clear that since there are now no Departmental examinations in any of the General or Technical Electives, there can be no reason why teachers should follow closely the printed programme in these subjects. They now enjoy a large measure of freedom in adapting the work of the classroom to the specific needs of their classes and of individual students. There should also be plenty of opportunity for integration and correlation of instruction.

The Calgary group agreed to co-operate in the revision of the programme in General Shop and shop subjects for intermediate and high-school grades, and report in time for the reprinting in March, 1941, of the Programme of Studies for the Intermediate School.

The Supervisor of Schools met the Calgary teachers of Junior Business and Elementary Bookkeeping at the Western Canada High School, Calgary, on Tuesday, November 5. This group recommended the course in this subject be reorganized around six problems, or projects, that are meaningful to Grade IX boys and girls and within their experience; and that the box of project material

now in use be discarded and a new form of workbook be provided. It was further agreed that bookkeeping should be the core of the revised course.

This group of teachers agreed to co-operate with a similar group in Edmonton for the purpose of completing the revision before the time for reprinting the Programme of Studies for the Intermediate School.

The Edmonton teachers of this subject met in the Committee Room of the Legislative Chambers on Saturday, November 16th. The Supervisor reported the proceedings of the previous meeting in Calgary.

It was the prevailing view, in the discussion following, that the fundamental purpose of the course in Junior Business and Elementary Bookkeeping is not so much prevocational as exploratory; and that there should accordingly be no attempt to "cover" specified content without regard to the experience and response of the pupils.

It was agreed that the Edmonton group would accept the responsibility of becoming a study group for the purpose of examining carefully the present course and making whatever suggestions seem necessary in order to revise the programme. The chairman suggested that this matter take one of the following forms: (1) A study for the purpose of finding suitable projects within the experience of Grade IX pupils that could be made the basis of some work in Bookkeeping and Junior Business, along the lines suggested by the Calgary group; (2) a revision of the material appearing in the outline without any change other than that of reducing the quantity; (3) a more thorough-going revision, in which the course would become integrated with Social Studies and Language in a series of problems, meaningful to the average adolescent boy or girl. The chairman suggested that if the group had had a chance to study the situation carefully, the form of revision most likely to be found satisfactory at the present time would gradually make itself clear.

With respect to Physical Education, the Supervisor of Schools followed the procedure already described for organizing the teachers of Calgary and Edmonton in "study groups." At a meeting of the Calgary teachers of Physical Education held in Western Canada High School, Calgary, on the evening of Tuesday, November 5th, he explained that it would be necessary to reprint the Programme of Studies for the Intermediate School early in 1941, and that it would be desirable to have reports from the Calgary and Edmonton groups, and an exchange of such reports, before the time of reprinting.

The Calgary group recommended as follows:

- (i) That the 1933 Syllabus should be lifted from the programme in Physical Education for elementary grades, and in future used only as a reference for teachers.
- (ii) That a special committee should be appointed to study the mimeographed outline entitled, "Physical Training Manual for the Junior High School, 1940," which has been prepared for the Calgary teachers of the intermediate grades. This committee is to consist of the following members:

Captain A. H. Ferguson, Miss Rae Chittick, Miss Arlene Gish, Miss Edith Knights, Miss Margaret Young, and Mr. Theo. Finn.

It was agreed that this manual would serve very well as a tentative syllabus. The committee, however, is to undertake a study of this manual in relation to the programme for the intermediate grades, with a view to supplementing it in certain details.

It was further recommended that the use of Barker's Handbook be discontinued as a textbook and be used only as a teachers' reference.

- (iii) It was agreed that the summer-school courses in Physical Education should be thoroughly revised, and, in particular, that a course should be offered at the summer school having a direct relation to Physical Education 2 in the high school.

The Edmonton group met in the Committee Room of the Legislative Chambers on Saturday, November 23rd.

This group was of the opinion that three periods a week is an inadequate allotment of time for Health and Physical Education, either in intermediate or high-school grades. The minimum ought to be one period a day, or five periods a week.

The chairman pointed out that teachers of all other subjects want more time, and that it is a difficult matter to assess the value of these competing claims. He suggested further that the matter cannot properly be approached by setting up absolute standards and values for each of the so-called "subjects." In a modern school programme the traditional "subjects" can no longer be regarded as having vested interests of their own. A subject is valuable, not in its own right, but only in so far as it contributes to the needs of the students. The next stage in the revision of the programmes for the intermediate school and the high school will undoubtedly be concerned with the needs and problems of adolescent boys and girls, and Health and Physical Education will be integrated with other subject-matter content in meeting the students' needs and helping them solve their problems. The outlines for Health and Physical Education do not represent a rigid body of material, all of which must be "covered." The teacher is free to select activities and exercises that meet the needs of the class and can be completed in the time available.

This group undertook to work on the proposed revision, giving consideration to the value of fundamental exercises, and to the need for more emphasis on corrective work and posture. The problem of integrating Science, Health and Physical Education will also be examined. Two committees were appointed to organize the study, one under Mr. J. B. Kirkpatrick, of the Edmonton Normal School, as chairman, and the other under Mr. A. V. Cameron, chairman of a committee appointed at the last convention of city teachers.

Report Forms for Pupils of the Intermediate Grades.

The special committee on pupils' report cards extended its work this year to the intermediate grades. The committee, consisting of the Chief Inspector of Schools, Inspectors Yule, Robinson, Williams, Scott, LeBlanc, and the Supervisor of Schools, consulted with Mr. A. J. H. Powell, Principal of the Macauley Intermediate School,

Edmonton. In the course of several meetings of the committee, held during October and November, it was decided to use for Grades VII, VIII and IX a form of report very similar to the "Report on Pupil's Progress" now used for the elementary grades.

From a survey made at the fall conventions of teachers, and at the recent conference of divisional superintendents and inspectors, it is clear that the elementary-grade report, despite some minor criticisms, is a much-needed reform, for the following reasons:

- (i) It interprets to parents, children and teachers the meaning and objectives of the programme.
- (ii) It is a practical step to secure a proper implementation of the programme.
- (iii) It emphasizes the importance of the "total growth" of the pupil; not merely his achievement in the three R's.
- (iv) It gets away from the old-fashioned competitive gradings, and their dangerous effect on the development of the pupils' personality.

The committee decided to curtail the list of personality items for the new form, and to urge the importance of personal interviews between teacher and parent. There is no reason why teachers should assign gradings with respect to every item of the report in cases where it would be more beneficial to the pupil to discuss the matter with the parent. In fact, the new development of a guidance service in the school will make it unnecessary, or even undesirable, to furnish parents with so much *written* information about their children.

Competitive records are, of course, still necessary for the superintendents and the teacher's own accounting. These office records are the data for "guidance." But they should not be broadcast.

The new form for intermediate grades will be available for all schools early in 1941.

The Sub-committee on Examinations.

The Sub-committee on Examinations was originally a sub-committee of the General Committee on revision of the High-School Programme. When this General Committee had completed the foundations of the new programme, and had laid down the general principles on which the superstructure was to be erected, it handed over to the Sub-committee on Examinations the task of working out the details. The General Committee was dissolved about two years ago; but since that time it has been found necessary to convene the Sub-committee on Examinations several times a year in order to deal with matters of emergency, and especially questions of policy which the original committee had not considered.

Not the least important of these questions are those arising from the administering of the new system of recommendations for credit. The High School Inspectors keep a very close watch on the offering of subjects in all the high schools of the Province, and in fact, give their approval to the offering in each school by means of the "Form A" cards sent out by the Examinations Branch. The High School Inspectors are, therefore, important members of the Sub-committee on Examinations. Hardly a week passes without new difficulties of one kind or another with respect to high-school credits, or the

offering of certain types of electives, or the interpretation of the now rather complicated High School Regulations.

Accordingly, the Sub-committee on Examinations now functions as a Departmental standing committee on the operation of the revised High-School Programme. But the Sub-committee clearly recognizes the fact that the results of any curriculum revision depend in the final analysis on the principles and procedures of the examination system. Since it is the function of the High School and University Matriculation Examinations Board to make arrangements for examinations in those subjects in which Departmental examinations are required, the Sub-committee on Examinations assists the Board in that work.

Other and more important duties of the Sub-committee required meetings on the (i) February 23 and 24, (ii) September 20 and 21, (iii) October 12, and (iv) November 28 and 30.

At the first meeting it was decided to allow credits in Music 2 for band work; to expand the course in Commercial Law and designate the new course simply as "Law"; to divide the course in Sociology and Psychology into two units, each carrying three credits; to retain in a revised form the third-year course in the History of English Literature under the name "Survey of English Literature"; and to recommend the offering of correspondence courses in General Mathematics 1. Consideration was given to the question of night school instruction for high-school credit, to the requirements for admission to nursing, and to the regulations governing admission to the special one-year programme in commercial subjects.

The Sub-committee favored the restricting of small schools to the three-credit electives in commercial subjects, and the requiring of eighty-five (85) high-school credits for admission to the special one-year programme. Final consideration was given to the new form of high-school diploma.

The second meeting was occupied mainly with the question of prerequisites for third-year Mathematics and Science, of credit and examination standards, of setting up an elective in Vocational Agriculture for high-school students, and of high-school credits at the Provincial Schools of Agriculture.

It was decided that the prerequisite for Algebra 2 shall be "B" standing in either Algebra 1 or General Mathematics 2; and for Trigonometry and Analytical Geometry, it shall be "B" standing in either Geometry 1 or General Mathematics 2. It was also decided that for candidates seeking admission to the Normal Schools, standing in third-year academic electives will be accepted in lieu of standing in the corresponding first-year or second-year electives. The Sub-committee favoured a similar regulation with respect to matriculation.

A programme of special research on the results of the General and Survey Tests for Normal Entrance was recommended, together with a study of the problem of absolute standards of achievement in third-year examination subjects.

Finally, it was decided to set up, with the co-operation of the Department of Agriculture, an eight-credit course in Vocational Agriculture for high-school students in parts of the Province where

conditions are favourable. An outline for this course, submitted by Inspector R. V. McCullough, was approved for a try-out at Brooks. A plan was also approved for granting high-school credits in certain subjects to students at the Provincial Schools of Agriculture.

At the third meeting a special procedure was devised to alleviate the difficulties of fourth-year high-school students seeking to complete the requirements for the High-School Diploma.

The fourth meeting reviewed the plan for granting high-school credits to students at the Provincial Schools of Agriculture. Another important matter for consideration was that of extending the list of general electives for the third-year high-school programme. Many additional subjects had been proposed; but the Department's Annual Report for 1939 shows a rather low enrolment in the second units, especially of general electives. If students are not getting instruction to the full extent desirable in the electives now available, it is not clear that a mere addition of subjects to the programme would be very helpful. The Sub-committee was of the opinion that, in this connection, two factors must be considered:

- (i) The tendency to favour the academic electives for reasons already set out in this report; with the result that many students who take these subjects should really be taking others, and should be urgently counselled to do so.
- (ii) The high schools in the larger centres are not yet all organized for the purpose of making available to the students the full range of electives now on the programme. It is true that instruction in the academic electives is comparatively "cheap," and that a modern system of education is expensive. But it is also as true in education as elsewhere that "you get what you pay for." This question must be faced squarely, if we will to have "education in and for democracy."

Fall Convention of Teachers.

In collaboration with the Chief Inspector of Schools and officials of the Alberta Teachers' Association, the Supervisor of Schools helped organize the local conventions of teachers throughout the School Divisions in such a way that the following objectives might be attained:

- (i) Convention centres to be chosen where there is sufficient hotel accommodation for the number of teachers attending; and to which there is convenient access by car, bus or railway.
- (ii) An attendance large enough to warrant the bringing in of one or two outstanding educationists as guest speakers.
- (iii) The possibility of using the services of Normal School instructors of other Departmental officials.
- (iv) Spreading the convention dates over a period of two or three weeks, so that the guest speakers may tour a large part of the Province.
- (v) An arrangement serving best the convention needs of all the teachers of the Province, with only secondary consideration for the special interests of any one group.

The proposed plan for grouping the conventions at selected centres, and spreading the dates over a period of several weeks, was approved by the divisional superintendents, and the conventions were held according to schedule. Three guest speakers came to these conventions from the School of Education of Northwestern University, Evanston, Ill.: Dr. Samuel Everett, Dr. Francis Chase Rosecrance, and Dr. Howard Lane. About 5,000 teachers of the Province heard at least one of these speakers, a result marking a new chapter in the history of teachers' conventions in Alberta. Members of school boards, and the public generally, were invited to attend. It was the aim of these leaders to promote a sympathetic understanding of the needs of growing boys and girls, in the home, the school and the community; and to bring home to teachers, parents and school administrators the urgent importance of providing for all of these needs—not merely some of them—in a society that calls itself democratic. Above everything else, they stress the need for an integration of the school activities with those of the home and community, so that the school may overflow into the community. Curriculum-making should be a continuous process carried on as a group study, with teachers, superintendents, parents and community agencies in close co-operation.

Contact with these men was an inspiring experience for all who met them.

B.—TEACHER TRAINING

Normal School Instructors' Conference.

The annual conference of the Normal School instructors was held in the Normal School Building, Edmonton, on June 6 and 7, 1940, the Supervisor of Schools presiding as chairman.

The following were the chief matters for consideration at this conference: the Normal-School programme, practice teaching, selective admission to the Normal Schools, certification, and the salary schedule.

Dr. Coffin gave a report on the changes in the system of instruction at the Calgary Normal School. There the work of the year was divided into three semesters. During the first semester, of eight weeks' duration, an integrated orientation course was given, for the purpose of enabling students to begin practice teaching. The second and third completed the work of Normal-School instruction. The lecture method was not used to any extent. In place of it students made reports and participated in class discussions on topics related to the curriculum.

Tests were given to students at any time found convenient. These tests were found difficult by students, and the staff also found difficulty in assigning gradings. All students were given a final chance before the recommendations for certification were made at the end of the year. He was not very well satisfied with the results of this change in set-up, but felt that desired changes in the Normal-School programme would be found in procedures of the kind described. Physical Training and instruction in Art and Music were carried on throughout all three semesters. After Dr. Coffin's report there was some discussion on the feasibility of the new plan with respect to certain of the so-called Normal-School subjects, such as the "Principles of Education." Dr. Sansom thought

that the scheme did not do justice to this subject, which really requires an extended treatment throughout the year.

Dr. Lord, in reporting on the programme in Edmonton, expressed his opinion against the whole plan of carrying a dozen subjects of instruction continuously throughout the year. In the Edmonton School the year's work had been divided into two semesters, with Physical Training carried throughout the year. The students and staff assembled at 8:30 in the morning and worked until 12:30 in class, leaving the afternoons free for activities of various types. This administrative change gave the members of the staff an opportunity to guide students in their activities, whatever form these might take, including committee meetings, discussions, projects in the Practice School and extra-curricular activities. Dr. Lord reported that under this arrangement the students really do more work than was previously possible, and turn in better assignments. This year there were no single-lesson assignments in Practice Teaching. It is proposed next year to introduce further change in Practice-Teaching assignments, by giving students two days' practice work at a time, with no reports made on single lessons. Practice Teaching is of course included in the work of each semester.

He was convinced that there is need for an orientation course, not perhaps in all subjects, but certainly in subjects which have a general application; as for example, Psychology and Principles of Education. He thought that the skills of teaching could best be learned if students see these skills performed by experts. In place of the "broadcast" to city schools, two Practice Schools were used during the year, one in the Normal-School building serving as a demonstration classroom.

He could say that the staff had not made a great deal of use of the lecture method during the year. They had depended rather on making students do things for themselves in Art, Music, English, etc. Projects and assignments of this kind are included in the afternoon activities. At the conclusion of Dr. Lord's report, there was some discussion on the nature of the orientation course; whether it should embrace only one subject or several, and whether or not some of the subjects should not run through both semesters. There was a difference of opinion on these matters, and no final conclusion was reached.

The following committees were then named to prepare reports for the morning session of the following day:

- (i) Normal-School Programme: Miss Fisher, Chairman; Messrs. Doucette, Sansom, Haverstock, Lord, Swift.
- (ii) Practice Teaching: Dr. Tuck, Chairman; Misses Garnett, Chittick; Messrs. Finn, Scott, Jonason.
- (iii) Selective Admission: Mr. Manning, Chairman; Miss Twomey, Mr. Manning.
- (iv) Certification: Miss Hastie, Chairman; Mr. Graham.
- (v) Salary Schedule: Mr. Manning, Chairman; Dr. Dickie and Messrs. Swift, Haverstock, Scott, Sansom, Hutton, Coffin.

REPORTS ADOPTED BY THE CONFERENCE

I.—*Normal-School Programme.*

1. That the term be divided into two semesters.
2. That an *Orientation* or *Foundation course* be given to each group at the beginning of the first term. This is to endeavour to establish a point of view concerning the Activity Programme.
3. That all subjects except Physical Training be cycled.
4. That formal work will be confined to the morning sessions.
5. That the afternoon sessions be given up to club activities, assistance for practice teaching, and other activities considered advisable for the development of students' personality.

The chairman was glad to observe that this report showed a serious intention to implement some of the proposals already made for bringing Normal-School instruction more closely into line with the requirements of an activity programme. He supported this statement by reading some excerpts from a file of statements submitted by the inspectors regarding the proper function of Normal-School training.

Dr. Coffin inquired about the possibility of making use of visiting teachers in rural schools. Miss Chittick thought that it was very necessary to make a survey of health conditions in rural areas. She referred to a recent report in which the results of such a survey had uncovered conditions that were simply to be described as "appalling."

Mr. Haverstock thought that some further discussion was necessary regarding the meaning of the term "integrated," as applied to instruction in Normal Schools. As he saw the matter, there are two problems of great importance: (1) interpretation of the elementary-school programme to Normal-School students, and (2) instruction at a Normal-School level. In both of these problems the question of integration must be considered. Integration in Normal-School instruction might be considered highly desirable, quite apart from its relation to integration in the elementary-school programme. After a very full discussion, it was agreed unanimously that there be one instructor primarily responsible for Division I in the Normal-School work, and another for Division II; and that there also be instruction in each of the subject-matter fields on a Normal-School level. This very important resolution is to govern the Normal-School procedure during the year 1940-41.

II.—*Practice Teaching.*

1. That a period for rural-school experience be given during the school term, that it may furnish a basis for the thinking and discussion needed during the remainder of the term.
2. That this period be mainly for the purpose of providing students with an opportunity, first to see the nature and organization of an ungraded school in operation, and second, to participate in some of the teaching activities.
3. That this period be the week following the Easter holidays.
4. That in view of the fact that some teachers have been asking and expecting students to take sole charge of the school for

a considerable portion of the week (e.g., three whole days) and to prepare, initiate and develop an enterprise, and to bring materials as well, the teachers be reminded that they themselves should provide opportunity for the students to observe and to have the experience of participating to some extent in enterprise procedure in this type of school.

5. That apprentice teaching take place in June for two weeks, at as early a date as practicable; and that this period be lengthened a week, if the apprentice desires and the teacher is willing to make the arrangement.
6. That the Department try out the procedure of recommending to applicants for admission to the Normal Schools that they visit an ungraded school for several days prior to coming to Normal School, and see it in operation. This might be done at the time the student's application is accepted.

This committee recommended also that there be a further revision of the "Check List" used by supervising teachers in reporting on practice teaching in rural schools; that practice-school facilities at the Normal Schools be extended; and that selected city schools be used to give teachers-in-training certain specific types of teacher experience. They could be sent in groups of 25 to visit the city schools for special purposes, including visits to sight-saving and other special classes.

III.—*Selective Admission.*

The committee raised the following questions for discussion:

- (i) What steps should be taken under "Vocations and Guidance" by high-school principals to direct towards the teaching profession those students who "have what it takes"?
- (ii) Should the conference recommend try-out experience under the direction of the high-school principal?

Dr. Sansom reported on his research with respect to the weighting of preliminary tests and the use. He did not find on the evidence available that success or failure in practice teaching can be predicted with any degree of accuracy from the test scores. The tests can, however, serve a useful purpose as a basis for guiding individual students and uncovering the need for remedial work.

Dr. Lord followed with a short report on the usefulness of the tests at the Edmonton Normal School. He was of the opinion that students whose scores fell in the lowest decile were not of the type last year to be successful in teaching, and he believed that the data available from class records of the Edmonton students supported this statement.

The chairman remarked that the Thurstone Test scores for the Calgary students during the last two years seemed to have been consistently higher at the quartile points and the median than the scores for the Edmonton group, and asked whether or not the procedure of scoring the tests adopted in Calgary was the same as that which was used in Edmonton. He was assured that the procedure used in Calgary was as likely to secure accuracy as any other procedure. He explained further that the use of the General and Survey Tests, now required of all prospective candidates for admission to the Normal Schools, is a new procedure, made neces-

sary by the revision of the high-school programme, and the consequent need for some check on the achievement and scholarship of students who do not take the matriculation subjects of the third year.

IV.—*Certification.*

The committee recommended as follows:

1. That an entrance requirement in Music and Art be set up for students who enter the School of Education.
2. That the Elementary and Intermediate School Certificate should not include automatically certification in Music, Art and Elementary Bookkeeping.
3. That provision should be made in the Practice Schools for the teaching of Music. In this connection it was pointed out that it had been impossible in one of the Practice Schools to give the Normal-School students any practice in Grade IX Music.

Mr. Swift gave a brief report on the work of the Committee on Certification during the year.

V.—*Salary Schedule.*

Mr. Manning submitted a report from a special committee of Normal-School instructors regarding desired changes in the salary schedule.

Other Matters.

The conference recommended that in the Normal School Announcement for 1941-42 and thereafter the fee for the Students' Union be listed at \$5.00.

It also recommended that the Department's association with the Strathcona Trust, for the purpose of instruction in Physical Education at the Normal Schools, be discontinued.

RETIREMENT OF DR. E. W. COFFIN

In the evening of Thursday, June 6th, the Normal-School staff, together with the Minister and Deputy Minister of Education, and representatives of the divisional superintendents, inspectors and Departmental officials and staff, attended a banquet at the Corona Hotel, Edmonton, in honour of Dr. E. W. Coffin, on the eve of his retiring after thirty-one years' service in the Calgary Normal School.

Ernest W. Coffin, B.A., Ph.D., was appointed as Vice-Principal of the Calgary Normal School in August, 1909. He was the Acting Principal in 1910; and thereafter, the Principal. During his long tenure of office, Dr. Coffin has endeared himself to class after class of Normal-School students. His humanity and his erudition alike have left their impress on hundreds of teachers in Alberta, through whom he has influenced for good the lives of thousands of Alberta boys and girls.

Warm tributes were paid to Dr. Coffin's renown as a gentleman, wit and scholar, and to his gallant service throughout the formative years of this new Province in the field of teacher-training and in the larger cause of education.

REPORTS FROM THE NORMAL SCHOOLS

The Staff of Instructors.

During the year there have been four notable changes in the personnel of the staff.

W. H. Swift, M.A., B.Educ., was appointed to succeed Dr. E. W. Coffin as Principal of the Calgary Normal School. He is an Alberta product. Born in Edmonton, he got his early education at Tofield, and was graduated in Arts from the University of Alberta in 1924. The following year he attended the Calgary Normal School, and thereafter had some experience in high-school teaching at Provost and Viking. He was granted the Master's degree by the University of Alberta in 1927 and that of Bachelor of Education in 1930. He served as Dean of Residence and instructor at the Olds School of Agriculture during the year 1928-29, and held a graduate fellowship at the University of Alberta during the year 1929-30.

He was appointed an inspector of schools in 1930, serving at Wainwright and subsequently at Athabasca. In 1935, he joined the Normal-School staff at Camrose. Absent on leave, he spent the year 1937-38 at Leland Stanford University, completing the requirements for the Doctor's degree. He returned to the Normal School at Edmonton, and served as Director of the Department's Summer School at Edmonton for the session of 1939 and of 1940.

Mr. Swift takes up his new duties with the high esteem and best wishes of the Normal-School instructors.

Miss Maude Garnett, after one term as instructor in Music at the Edmonton Normal School and two summers at the Department of Education Summer School, left to accept a position on the staff of the University of Oregon. She will direct the teaching of Music in the State High Schools and the course in Music at the University. While here she won many warm personal friends, and made an outstanding contribution to the teaching of music in Alberta schools. She has been succeeded by Mrs. Cornelia Higgin, B.A., L.R.S.M., from the Calgary intermediate-school staff. Mrs. Higgin is a skilled musician, a highly-trained vocalist, and an outstanding classroom teacher, formerly a member of the practice-school staff at Calgary. She has accepted enthusiastically the methods of her predecessor, and will continue Miss Garnett's work.

Mr. J. B. Kirkpatrick, B.A., M.Ed., formerly of the Nutana Collegiate Institute, Saskatoon, was appointed to the Edmonton staff as instructor in Physical Education, and assistant in other work. Mr. Kirkpatrick has recently been in attendance at Columbia University, completing the work required for the Doctor's degree. His appointment breaks new ground in the teacher-training field; for the reason that he is the first Normal-School instructor in Physical Education whose professional qualifications include training as a teacher and graduate work in Education as well as special training in Physical Education, and who is accordingly a fully recognized member of the staff.

Another change in the staff was made necessary when the Department of National Defence took over the building and plant of the Provincial Institute of Technology and Art at Calgary for the duration of the war. Arrangements were made with the Calgary School Board to secure the use of the King Edward Junior High

School for Normal-School work in Calgary. Since the cost of adapting this building to Normal-School use, and of installing the Normal School, has been met by the Dominion Government, and since, moreover, the Calgary Board and Superintendent Buchanan have co-operated most willingly with this Department in meeting the situation, it has been possible to maintain a teacher-training service in Calgary. But the number of students that can be accommodated has been reduced to approximately 200; and it was therefore necessary to reduce the staff of instructors.

Accordingly, Mr. A. L. Doucette, M.A., was brought back to the Edmonton staff as instructor in Mathematics.

The staff of the Alberta Normal Schools on September 1, 1940, was as follows:

Calgary—W. H. Swift, M. A., B.Educ., Principal; Olive M. Fisher, Ph.B.; A. E. Hutton; C. Sansom, B.A., Ph.D.; J. M. Scott, M.Sc.; Rae Chittick, B.Sc., R.N.; G. K. Sheane, B.A.; I. H. Graham, M.A., A.L.C.M.; W. D. McDougall, M.A.; T. G. Finn, B.A.; Isabella W. Currie, Librarian; Catherine I. Giles, Secretary.

Edmonton—G. S. Lord, M.A., LL.D., Principal; Donald J. Dickie, M.A., Ph.D.; J. R. Tuck, M.A., D.Paed.; G. F. Manning, M.A.; E. Alberta Hastie, B.A.; G. K. Haverstock, B.A.; G. M. Dunlop, M.A.; Genevieve Twomey, B.A.; A. L. Doucette, M.A.; J. C. Jonason, M.A.; J. B. Kirkpatrick, B.A., M.Ed.; Cornelia Higgin, B.A., L.R.S.M.; Emily E. Clever, Librarian; Margaret D. Smith, Secretary.

Enrolment for 1940.

The tables which follow show the number of candidates admitted to the Normal Schools in September, 1940, and also the number of trainees who secured certificates on recommendation of the Normal-School staff:

NORMAL SCHOOL ENROLMENT, 1939-40

	Men	Women	University Graduates	University Standing	From without the Province	Number of students withdrawing
Edmonton September, 1939	110	211	3	8	7	6—Voluntarily. 4—Required.
January, 1939—to repeat second term	1	1				
Calgary: September, 1939	74	214	3	10	5	1—Illness.
January, 1939: To repeat second term		1				
To complete course	1	1				
Totals	186	428	6	18	12	11

RECOMMENDATIONS FOR THE ELEMENTARY AND INTERMEDIATE SCHOOL
CERTIFICATE IN JUNE, 1940

	Edmonton	Calgary
Number completing the year	313	291
Failures in Practice Teaching	2	5
Failures in Professional Subjects only	12	1
Partial Failures	24	3
Partial Failures successful at Summer School	22	3
Recommended for Certificates	275	283

NORMAL SCHOOL ENROLMENT, SEPTEMBER, 1940

Total Enrolment:	Edmonton	Calgary
Men	66	38
Women	264	149
University Graduates	1	"
University Standing	6	6
Commercial Training	14	4
Vocational Training		
From without the Province	5	1

Two students withdrew voluntarily from the Edmonton School, and 1 as a result of the Mantoux Test, leaving a net enrolment of 327.

The proportion of men enrolled for teacher-training, which has been rising in recent years, has fallen off abruptly; no doubt because of the increased opportunity for employment and the demands of national defence.

Health Examinations.

During the spring term at the Edmonton School, follow-up procedures in connection with functional defects disclosed at the fall medical examination were conducted and many defects were corrected. The medical examinations for the new class in September are summarized in the following classification: AAA, 5; AA, 30; A, 262; B, 21; C, 10.

During the year the Mantoux Test for the discovery of tuberculosis was administered by Dr. G. R. Davison. Further examination disclosed that one young woman was tubercular. She was placed in the clinic. The Province is to be commended for this health provision. The school is very grateful for the services given by Dr. Davison.

The students were also vaccinated against smallpox and inoculated against diphtheria.

Dr. Learmonth again examined at Calgary the student body entering for the fall term. His report on general condition, and also that of 1939-40, is given below:

	1939-40	1940-41
Men Examined	74	38
Women Examined	214	149
Physique Excellent—Men	8	5
—Women	18	11
Physique Good —Men	53	21
—Women	158	113
Physique Fair —Men	14	12
—Women	34	23
Physique Poor —Men		
—Women	3	2

It will be noted that the classification is slightly less favourable this year than last, though Dr. Learmonth's general impression, as indicated in his report to the Deputy Minister, is that the student body of this year is "a shade higher" than was that of last year.

The usual Tuberculosis Survey was conducted under the direction of Dr. Baker, of the Central Alberta Sanatorium. Twenty-two students were selected for X-ray. Of these, 5 were given further examination and all but one were pronounced clear. The one is recommended for further examination after two months.

The Preliminary Tests.

The following table shows in "percentile scores" the relative standing of the Edmonton group, the Calgary group and the com-

bined group of Normal-School students for the years, 1938, 1939 and 1940, with respect to mental ability:

	Lower Quartile			Median			Upper Quartile		
	1938	1939	1940	1938	1939	1940	1938	1939	1940
Edmonton	.400	.320	.355	.620	.490	.573	.820	.660	.773
Calgary	.440	.380	.442	.656	.540	.644	.830	.680	.829
Combined	.427	.340	.397	.650	.520	.601	.830	.680	.791

For each of the last four years the quartile and median scores have been consistently a few points higher in the Calgary group than in the Edmonton group. No explanation can be offered for this fact, other than that of a slight superiority in the southern candidates. The fact may, however, have some bearing on the number of candidates who fail at Edmonton, compared with the corresponding number at Calgary.

Another interesting deduction from the foregoing table is the very considerable superiority of this year's group over those of last year; and this despite the fact that many candidates were admitted this year with a much lower standing in scholarship than the lowest standing of those admitted last year. Since it is generally conceded that the percentile scores on the Thurstone Psychological Examination are sufficiently stable to make valid comparisons possible, one or more of the following conclusions must be drawn:

- (i) Because of varying economic or other environmental factors, the high-school graduates seeking admission to the Normal Schools are not statistically representative of the high-school population.
- (ii) The scores on Departmental examinations are either not valid, or not reliable, or neither.
- (iii) The group sitting for the third-year Departmental examinations varies greatly in attainment from year to year.
- (iv) The correlation between scores on the Thurstone examination and scores on the Departmental examinations is very low.

The scores on the General and Survey Tests that were given in June, 1940, to candidates seeking admission to the Normal Schools were not as serviceable a basis for selective admission as they might have been, had not the exigency of war service made it necessary to accept every candidate for teacher training who met the full requirement in high-school standing. The rise in the quartile and median scores, mentioned above, is on this account all the more remarkable.

The *prognostic* value of composite scores on the preliminary tests is not very great; yet students whose composite scores are low seldom attain a higher than mediocre rank in Normal-School work. On the other hand, the preliminary tests are of very considerable *diagnostic* value. In many cases they reveal lack of opportunity. Investigation shows that many students of low standings on the preliminaries had had very limited educational opportunities before coming to the Normal School. Several had taken their courses in one-room, two-room or three-room schools; several had studied by themselves, possibly with the aid of correspondence courses; others (for financial or other reasons) had been out of school for one, two or three years; others had exchanged work for board; others were suffering from headaches as a result of poor or no

glasses. As a result, their preliminary standings are lower than they would otherwise be. Opportunities at Normal School are more nearly equal, and such students therefore do better work there.

Practice Schools.

To an increasing extent the Normal Practice Schools are becoming demonstration schools, working in close co-operation with the Normal-School instructors. At Edmonton, 5 rooms in the Queen Alexandra School were organized as a third practice school, with the following staff: Miss L. Chapman, Mrs. L. M. Moyer, Miss Dorothy Parks, Miss Agnes Fleming and Mr. John Mulholland.

With 9 rooms in the Normal Practice School and 8 in the Garneau Practice School, the total number of practice-school rooms is now 22, providing 1 such room for every 15 Normal-School students. The additional facilities are of great assistance and meet a real need.

Miss G. Rosamund Dobson was appointed to the Garneau Practice staff, to take the place of Miss Elaine Austin, who resigned her position because of ill-health.

The practice staff in Calgary was enlarged from 9 to 13. An additional member was required to take the place of Mr. A. Russell, who is on leave for military service. The new appointees are Mr. J. McKay, M.A., Miss Grace King, B.A., Miss Lillian Bishop, Miss Kathleen Bulmer, and Mr. Edward Townsend. The first four serve in the Connaught School, but receive students in the same manner as in the Normal Practice School.

The enlargement of the Practice-School staff at Calgary made it possible to place all the practice teaching under the direct supervision of the Normal School. The plan for practice teaching during the fall term was an attempt to overcome the weaknesses of the individual-lesson type of teaching through continuity of experience. Four rounds of participation and teaching were provided, each of one week's duration, in the mornings only. During the first round each teacher spent a half-day in observing classroom work in Division I, Division II and the intermediate grades. The remaining half-days of the week were spent in the room observed last, during which time some actual teaching was done. In subsequent rounds, the student was attached to one room for five consecutive mornings, assuming the teaching responsibility each day except the first. In this way, provision was made for a continuous, articulated experience in teaching.

It is also a part of the plan that each Practice-School teacher, before initiating a new enterprise in Grades I to VI, arranges with the Director of Practice Teaching for a meeting with all the students who will be in that room during the next six weeks. At this meeting plans for the enterprise are made. The students also observe the initiation and sometimes the culmination, and may be gathered together at other times to discuss the progress of the enterprise.

This plan has defects as well as advantages. The students are in a better position to work effectively in the classroom when their turn comes, and they see the enterprise more nearly in its totality; but their teaching is restricted to four rooms, with the result that some students may not have had experience in a Grade I room or a

Grade IX room. Moreover, the students teach for five consecutive days and then have no teaching experience for five weeks.

Gradings are based, not on any single performance, but on the week's work as a whole. It is the opinion of the instructors and Practice-School staff that the plan has much to commend it, since it provides for continuity of effort from day to day and enables the practice staff to know the students more intimately.

Instruction at Edmonton.

The two-semester plan, adopted last year, has been continued with modifications. Under this plan only six of the eleven courses are concurrent. The year is divided into two semesters, the first ending at the last of January, Physical Education continuing for both semesters. As before, regular classes meet from 8:30 to 12:30. The afternoons are given to a full programme of activities: remedial work, additional assistance in bookkeeping, assistance with teaching assignments, weekly during the first term, demonstrations and seminars in reading readiness and primary reading, look-and-play music, first aid classes, students' union meetings, students' union committee meetings, committee meetings to discuss and prepare reports on problems arising in professional courses, the use of educational tests, reports of committees to their classes on enterprise observations with discussions, regular staff meetings, preparation for literary programmes and Normal-on-Parade night, various gymnastic clubs and organized games, dramatic club, glee club, speaking-in-public club, current events club, dance orchestra, school orchestra, practice-school orchestra, year-book committee, chess, medical examinations and inoculations, visits to industrial plants. These activities require a smoothly-working time schedule—something that appeared almost impossible—and the keeping of a roster to make sure that students finding difficulties with the fundamentals of teaching do not join clubs that are merely ancillary in function.

In order to prepare the students in some measure for work in the practice schools, the first two weeks of the year were devoted to orientation. The general aims of education in the Alberta Activity Programme, as well as appropriate procedures and methods, were discussed and studied.

Some interesting results were brought out by the application of the Gates Primary Reading tests. After a thorough study of the tests and manual, the students tested all the available pupils of Grade II in the Normal Practice School and, for diagnostic purposes, certain others in Grade II in the other practice schools. All the pupils tested were found to be several months above grade standards. While undoubtedly these results reflect excellence of teaching, their very high standard certainly indicates that the Alberta Activity Programme is conducive to the making of good readers. The instruction in Art presents ample opportunity for creative work in types that will prove stimulating and functional in the Activity Programme. Through the instructor in Art, Miss Genevieve Twomey, this school is giving leadership in the Art work of the city. About 80 city teachers, at their request, meet on Saturday mornings in the Normal School under her instruction.

Instruction at Calgary.

In accordance with the recommendations of the Normal School Conference in June, the subjects of instruction were divided as follows:

Group A—Integrated Programme: Division II, Psychology, School Management, Music, English.

Group B—Integrated Programme: Division I, Health, Principles of Education, Art, Mathematics, Junior Business, Science and Social Studies for the Intermediate School.

The primary object of the scheme is to reduce the number of subjects to which a student must attend at one time. In this connection, it is of interest to note that, in reporting for the year 1922, Dr. Coffin deplored "the multiplicity of subjects carried concurrently." The division of the total into two groups very greatly eases the situation with respect to assignments, for teachers in a departmentalized school notoriously ignore the claims of others on students' time.

The serious weakness of the scheme is that the students have no instruction until February in half the fields of the elementary and intermediate-school programmes, and are therefore placed at a disadvantage when in the course of their practice teaching they have assignments in these fields.

The classroom instruction varies greatly in type: in some instances it is largely lecture, in other, discussion, in others, student reporting, committee work, work-room activities, and expression as in Music and Physical Training. In all, a variety of procedures is demonstrated in the instructional programme of the Normal School itself, as well as in the Practice School.

The recommendation to have classroom work done in the morning, with the afternoon free for conference, study and activities, could not be implemented fully in the Calgary Normal School during the year 1940-41. The fact that a very considerable part of the student body lives at some distance made it undesirable to open school at 8:30; and the very limited reading-room space made it necessary to spread library work throughout the day rather than to concentrate it during the afternoon. However, classes were not held after 3:15 three days a week, and closed at 2:30 on Friday, thereby leaving a substantial measure of time for student activities. The King Edward School, in which the Normal School is housed, while leaving much to be desired, is not impossible. There are nine practice-school rooms; but from lack of office space, each Normal School instructor's classroom must serve also as his office and consultation room.

Unfortunately the building has no room, except the assembly hall, which serves also as gymnasium, larger than a standard classroom. This circumstance greatly limits the extra-curricular programme of the school; for it means that only one activity can be pursued at a time. The necessity that staff members employ their rooms for preparation, consultation, practice-teaching conferences, and as work-rooms for the students, means that these are available to a very limited degree for student meetings and activities.

Activities at the Edmonton School.

The Normal Book Store continues to function well. Exactly what is needed is kept in stock at low prices, credit is freely given, and some profitable employment is given to students who require financial help. The profits are used to assist students with fees, for the purchase of glasses, for dental service, for the purchase of orchestra instruments and radio, and for other school purposes.

As in other years, the Canadian Girls in Training course was given by Miss Lillian Carscadden. About 135 girls took the course leading to a certificate.

In the spring term as an after-school and Saturday voluntary project, a class in First Aid was organized under Miss Alberta Hastie and Mr. Eriksson. The class took the regular St. John's Ambulance Examination, and 138 students received the certificate. Another class, equally enthusiastic, was organized in the fall term.

Gold buttons for the standing in the highest 5% of the school were awarded to the following students: Helen Bowlby, Paul Chaba, Chrissie Ennismore, Verna Glaholt, Marie Henning, Helen Johnson, Gwyneth Jones, William Meiklejohn, Hugh McPherson, Allan Norem, William Pasternak, Grace Pattullo, Helen Simons, George Stewart, Ivan Stonehocker, Anne Washuta, Gladys Wilkinson.

The Year Book was of the usual excellence and reflects credit on the editor, Mr. Hugh McPherson and his staff, as well as the staff advisor, Mr. J. C. Jonason. The presidents of the Students' Union were for the first term, Mr. Arthur Ireland; for the second term, Mr. Allan Norem. Each conducted the student activities with marked ability.

Activities of the Calgary School.

Under the direction of Miss Chittick, assisted by Miss Fisher and students but with very limited paid help, a very commendable service was offered, whereby students who bring their lunches may obtain at minimum cost, nourishing soups and drinks.

In connection with the adaptation of the school to its new quarters, some words of appreciation are in order. First, it should be said that the Department of Public Works officials in charge of moving and alterations were most co-operative and attempted to the best of their ability to make the building which we now occupy meet our many and varied needs. It should be noted in the second place that members of the staff accepted with excellent grace the conditions under which they work, and adapted themselves well to the limitations of the plant. Finally, the janitorial staff, under Mr. Brooks, was most obliging, especially in doing extra jobs of construction as need for them arose.

The renting of the Western Canada High School gymnasium from 8:30 to 10:00 one night a week and of the Central High School gymnasium one night a week enabled the school to organize a men's basketball team and to play games with other senior teams. There is a prospect for a very creditable showing. Already games have been played against the Olds School of Agriculture, the No. 2 Wireless School, and Calgary teams, without defeat.

During the fall term the school was visited by Dr. H. S. Thompson, of the Canadian Dental Hygiene Council, who gave two

addresses. Miss Gruchy, first woman ordained into the ministry of the United Church, spoke to the girls of the school. Dr. Baker, of the Sanatorium at Keith, spoke on Tuberculosis, prior to administering the Mantoux test. Chief Mountain Horse, of the Blood Reserve, gave an address on Indian life and customs, and showed a large collection of relics and curios. This talk was also given before the practice school. Dr. Howard Lane addressed the school during October.

The Students' Union had, as guest speakers, two former staff members, Dr. Coffin speaking on Trinidad and Mr. McCalla giving an illustrated lecture on rare plants. Under the auspices of the Dramatic Society a programme of plays was presented in December, the proceeds from contributions being donated to Christmas charities.

The College of Education.

The reorganization of the School of Education at the University of Alberta as a College of Education, with increased staff, will greatly improve the facilities for training high-school teachers.

Since graduates of the Normal Schools are not now qualified to offer instruction in Grades XI and XII, a larger responsibility falls on the College of Education to supply the demand for teachers of secondary schools. The requirement of a bachelor's degree before admission to the College of Education undoubtedly produces a high quality of teacher, but an insufficient number. The Committee on Certification has therefore recommended some changes in the regulations governing certification, whereby persons having at least one year's training in the Faculty of Arts and Science may be enrolled for training at the College of Education.

The Department is represented on the new Liaison Committee by the Deputy Minister, the Supervisor of Schools and the senior Inspector of High Schools. This committee has given consideration during the year to the following matters:

- (i) The training requirements for the Junior Certificate for the High School.
- (ii) Extension of the summer-school offering in the field of secondary education at the University and the College of Education.
- (iii) University credits for summer-school work in Education.

The Summer School for Teachers.

Educators and citizens now accept the fact of change in the school programmes, and recognize the vital importance of ensuring that democracy's schools serve democracy. What has not been grasped so clearly is the need for change in the set-up and procedures for teacher-training, both at the Normal Schools and in the Summer School.

The traditional lecture courses at the Summer School have a useful function in conveying information, but they do not make adequate provision for group thinking and problem-solving, nor do they afford experienced teachers the opportunity of working on their individual problems. For that reason, there is now an attempt to organize summer-school courses on a "workshop" basis under the direction of expert consultants, and with more adequate facili-

ties in the way of library and reference material. It is believed, moreover, that instead of a multiplicity of courses covering small parts of a field, there should be some courses, at least, serving to integrate the teacher's thinking around the most important objectives of education. There are many teachers who can "teach" reading, in the sense that they know how to use the recognized techniques, but who may not see the teaching of reading in its proper perspective as part only of the total programme of school activities. For these teachers a broader type of in-service training is required. The Summer School of 1941 will take the first steps towards meeting these new requirements.

The following teachers from outside the Province served as special instructors:

Edmonton—Mr. T. R. Hall, Provincial Normal School, British Columbia; Mr. Leonard Freyman, Specialist in Dramatics, Western Reserve University, Cleveland, Ohio.

Calgary—Miss Elizabeth D. Bache, Specialist in Home Economics, New Rochelle, N.Y.; Mr. Laurence E. Adams, Specialist in Industrial Arts, East Chicago Public Schools, Indiana.

SUMMER SCHOOL STATISTICS, 1940

Number registered in Department of Education Summer School:		
Edmonton	6	1,098
Calgary		597
Number registered in University of Alberta Summer School		397
Total registration		2,092
Duplicates		92
Net registration		2,010
Number of Second Class Teachers who completed successfully the course for raising their certificates:		
Edmonton		72
Calgary		16
Number of Normal-School graduates of the year 1937 and thereafter holding an Interim Certificate who completed the five summer-school credits required for their Permanent Certificate		368
Number of professional subjects offered:		
Edmonton		56
Calgary		27
Number of Academic Subjects offered (Edmonton)		1
Number of Shop Courses offered (Calgary)		14
Number on instructional staff:		
Edmonton		37
Calgary		30
Total		67
Number of Summer School certificates issued		1,650
Number of teachers who qualified for special certificates:		
Swimming		74
St. John Ambulance Certificate in First Aid		79
Kindergarten-Primary Certificate		5
Many certificates have been issued in Dramatics, Music, Bookkeeping, Type-writing, Physical Education and Art.		

C.—COMMITTEE ON CERTIFICATION

Four meetings of the Committee were held during the year: on February 22, April 6, July 12, and November 28.

At these meetings the following matters were discussed and appropriate recommendations were made:

- (i) Summer-school requirements for teachers in private schools.
- (ii) Qualification requirements for teachers from without the Province.
- (iii) Cases of irregularity on the part of the teacher in conducting Departmental examinations.

- (iv) Cases where teachers accept appointment to give instruction in grades for which they hold no certificate of qualification.
- (v) Requirements for raising a Second Class Certificate to the First Class or Elementary and Intermediate School Certificate.
- (vi) The reinstatement of lapsed or expired certificates.
- (vii) The Junior Certificate for the High School.
- (viii) Revision of the regulation governing certification.
- (ix) Special cases.

The final recommendations of the Committee on all of these matters have been incorporated in the Revised Regulations Governing the Certification of Teachers as set out in Order-in-Council 1715-40, and approved on December 17, 1940.

During the coming year the Committee will work on a revision of the Department's bulletin on the training and certification of Alberta teachers.

D.—COMMITTEE ON RADIO EDUCATION

A meeting of the Committee on Radio Education was held in the office of the Supervisor of Schools on Friday, August 30. The following members were present: Mr. A. E. Ottewell, Registrar of the University; Dr. G. S. Lord, Principal of the Edmonton Normal School; Dr. J. R. Tuck; Inspector Owen Williams of Lethbridge; Mr. C. E. Bowker; Mr. H. T. Robertson; Mr. R. E. Stewart; and the Supervisor of Schools, who presided. Mr. Donald Cameron of the Department of Extension and Dr. M. E. LaZerte, Principal of the College of Education, University of Alberta, were both unable to be present.

It was recommended by the committee that provision be made for 100 broadcasts at the regular rate of \$10.00 a broadcast, and that these broadcasts be distributed in the following manner: Music for the elementary grades, 25 broadcasts; Music Appreciation for the intermediate grades, 25 broadcasts; Social Studies for the intermediate grades, 25 broadcasts; and either Dramatics for the intermediate grades or Science for the elementary and intermediate grades, 25 broadcasts. The reappointment of Miss Janet McIlvena, L.R.S.M., Supervisor of Music for the Lethbridge Schools, and of Mr. Glyndwr Jones, F.R.A.M., Calgary, to broadcast in Music during the coming year was recommended. The Chairman was charged with the responsibility of finding suitable persons for the broadcasts in Social Studies, Dramatics and Science.

The chairman laid before the meeting the proposal from the Canadian Broadcasting Corporation to offer two broadcasts a week from the Columbia School of the Air, these to be on "Folk Songs" and "Tales of Far and Near." The committee recommended the use of these broadcasts if a satisfactory arrangement could be made with respect to time and if samples of the script could be submitted for examination. It was agreed that information should be sought from the CBC as to the procedure for adapting the script of "Tales of Far and Near" to Canadian schools. It was the opinion of the committee that since our own broadcasts in Music and Social Studies have been found satisfactory, and since, moreover, the

number of schools now listening to the broadcasts is approximately 450, it would not be advisable to replace these with broadcasts from without the Province which are as yet untried in Alberta schools. It would still be possible, however, to make use of the two broadcasts of the CBC, which together with the four of our own proposed would provide four half-hour broadcasts and two fifteen-minute broadcasts per week. The committee recommended that in no school should the time given to broadcasts exceed one half-hour a day.

It was agreed finally that the distribution of an annotated schedule, either in mimeographed or printed form, should be continued, and that some publicity with respect to the school broadcasts might be undertaken by means of a radio column in the "A.T.A. Magazine."

Acting on the invitation of the Honourable Ivan Schultz, Minister of Education for the Province of Manitoba, officials from the Departments of Education of the four western Provinces met at Saskatoon on Wednesday, December 11, to discuss co-operation in the matter of school broadcasts. H. R. Low, Superintendent of Education, and H. B. Hunter represented Manitoba, A. B. Ross represented Saskatchewan, the Supervisor of Schools represented Alberta, and Kenneth Caple represented British Columbia. Andrew Cowan, of the CBC, Winnipeg, was present for consultation.

Each representative described the development and status of school broadcasting in his own province.

There was agreement on the following objectives of school broadcasts, as set out in the annotated schedule of the Alberta School Broadcasts:

- (i) Every child should learn to listen to broadcasts, and to appreciate and evaluate them.
- (ii) Though the radio can never displace the classroom teacher, or classroom activities, it can guide, stimulate, intensify, and supplement classroom effort, especially in under-privileged communities.
- (iii) The radio should encourage interest in the concerns of the community and of the world outside the classroom, and foster in pupils that sense of civic and social responsibility on which rests the future of democracy.

The conference endorsed the finding of the Alberta Committee on Radio Education that school broadcasts prepared for local needs in the Province and approved generally by the schools using them should not be supplanted by others from outside the Province. The Alberta broadcasts in Music and Social Studies have been very successful during a period of two or three years. It was therefore agreed that the four Departments might attempt the joint preparation of a few broadcasts to supplement the provincial programmes, and ask the CBC for assistance in preparing them and putting them on the air. The two fields recommended as common ground for school broadcasts were Primary Music and Dramatized Literature for Grades VII, VIII and IX, one series to be prepared in Winnipeg and the other in Vancouver.

It was agreed that the expense of production should be borne in equal shares by the four Departments; that the broadcasts should

be of half-hour duration, given alternately from Winnipeg and Vancouver; and that the scripts should be supplied by a committee representing the four Provinces.

REPORT OF THE REGISTRAR

(R. V. BELLAMY)

EXAMINATIONS

In 1940, 7,230 candidates wrote on the Grade XII Departmental Examinations in June. These candidates submitted 27,669 answer papers. This is exclusive of the General Test and the Survey Test written by those students who planned to seek admission to Normal School. This represents an increase in personnel of only 75 candidates, but in actual answer papers, exclusive of the Special Tests, of 2,238 over 1939. Eight hundred and forty-four students wrote on the General Test and the Survey Test. The Grade XII Examinations were written at 263 regular centres within the Province. In 18 instances, special arrangements were made for students to write in isolated places and in localities outside the Province.

The revised Grade XII programme was introduced in the fall of 1939.

The nature of the question papers was a departure from previous years, with a large percentage of the questions being of the objective and short answer types. The new type of papers met with fairly general approval throughout the Province, a minimum of criticism being received at the Department.

The question papers are not set on a percentage basis and the pass mark is not pre-determined. The sub-examiners simply rank the students in order of merit in each subject. The raw scores are then statistically treated and transmuted and the results announced on a percentage basis.

The following table showing the number of candidates for each subject for the years 1939 and 1940 is interesting in that it reveals a decreasing number of candidates in the more difficult subjects required for University Matriculation and the substitution therefor of Group B, C or D options selected in accordance with the aims and inclinations of the students. These options are equally valuable from a practical and cultural viewpoint for those students who do not contemplate University courses and are accepted for credit toward a High School Diploma and for Normal Entrance. The fact that Social Studies 3 (Grade XII) is now an obligatory unit in all three years of the High School Programme accounts for the very decided increase in this unit replacing History 4:

	1939	1940
English Literature	3,379	
English Composition	3,046	4,763
History (Social Studies)	2,603	4,334
Algebra	3,094	2,567
Geometry	130	2,140
Trigonometry	3,182	
Physics	2,014	2,571
Chemistry	2,425	2,593
Biology	2,528	2,176
Latin	503	375
French	1,494	1,790
German	70	36
History of Literature	942	*228

*Not a subject of classroom instruction.

This is a unit registration in the Grade XII Academic Electives of 1,194 fewer than in 1939.

The revised High School Programme emphasizes the necessity for the teaching of English in all subjects. A special group of sub-examiners evaluated language of the Literature papers, the score becoming 15% of the raw score in English 3. A special group evaluated the language of a selected paper which for the year 1940 was Social Studies 3. This score became 15% of the raw score in Social Studies 3. This evaluation proved to require almost as much time and attention as the evaluation of answers on subject content.

In 1940, 282 teachers endeavouring to raise the rank of their certificates wrote on the June Examinations and 116 additional were issued results in non-examination subjects in correspondence courses, and a still further group of 153 wrote on the Supplemental Examination, making a grand total of 551 teachers.

A staff of 140 sub-examiners with a Chairman over each group (11 in all) was required to value the answer papers of the June Grade XII Examinations.

A total of 426 answer papers were re-read as a result of appeals from Grade XII candidates.

The Supplemental Examination is no longer open to candidates in general. The eligibility of all applicants was checked before the examinations began. A total of 2,121 candidates submitted 3,129 answer papers. These examinations were held at 40 regular centres with special arrangements made in 15 instances.

The degree of difficulty and evaluation of the papers of these examinations were carefully studied and compared with that of the June papers to insure equitable treatment of candidates for these examinations as compared with that given candidates for the June Examinations.

A staff of 40 sub-examiners valued the papers in Edmonton in order to facilitate the early availability of results. Results were announced on August 31st.

This was the first year in which the raw scores of the Supplemental Examination were statistically treated throughout.

Confidential reports covering non-examination subjects of the High School Programme are submitted to the Department by the principals of all schools offering High School instruction.

The eligibility of the students to register in the programme presented was checked and the results prepared by the Examinations Branch.

Results in non-examination subjects were issued to 18,536 students and to 118 students registered in the Special One Year Course in Commercial subjects as follows:

	X	XI	XII	Total
Urban (Public and Separate Schools)	5,364	5,219	4,698	15,281
Private Schools	100	123	140	363
Rural (X and XI)				1,766
Correspondence programme only				1,126
Special one-year Course in Commercial Subjects				118
				18,654

High School instruction was offered in 694 school districts, 299 of which were under the jurisdiction of the High School Inspectors.

The total number of schools offering High School instruction in 1940 was 117 fewer than in 1939.

The standing of 250 students presenting documents from outside the Province was equated in terms of Alberta credits.

The Examinations Branch checked the programmes of 2,746 students registered in correspondence courses, and reported irregularities to the Director of the Correspondence School Branch.

The "A" courses in Commercial subjects and "General Shop" and "Home Economics" are offered in a gradually increasing number of schools, while the schools offering the five-period commercial and the technical options (Groups B and C) do not vary to any great extent from year to year.

ENROLMENT IN NON-EXAMINATION SUBJECTS, 1939-40

English 1	6,698	Sociology and Psychology 1	2,490
English 2	5,762	Economics 1	825
Social Studies 1	6,830	Creative Writing 1	150
Social Studies 2	5,534	Bookkeeping 1	577
Algebra 1	5,913	Bookkeeping 2	120
Geometry 1	4,407	Bookkeeping 3	56
Chemistry 1	5,052	Stenography 1	571
Physics 1	4,664	Stenography 2	305
Latin 1	1,867	Typewriting 1	1,009
Latin 2	973	Typewriting 2	333
French 1	4,594	Office Practice 1	352
French 2	2,995	Office Practice 2	92
German 1	25	Secretarial Training 1	101
German 2	34	Business Machines 1	68
Health and Physical Education 1	6,157	Arts and Crafts 1	37
Bookkeeping 1A	2,596	Arts and Crafts 2	17
Stenography 1A	368	Arts and Crafts 3	2
Typewriting 1A	1,623	Automotives 1	149
Art 1	3,815	Automotives 2	73
Art 2	368	Automotives 3	41
Music 1	3,404	Electricity 1	171
Music 2	425	Electricity 2	94
Biology 1	4,826	Electricity 3	26
Mechanical Drawing 1	140	Metals 1	142
Needlework 1	483	Metals 2	69
Geology 1	3,088	Metals 3	13
Dramatics 1	2,427	Printing 1	37
Dramatics 2	617	Printing 2	10
Home Economics 1	962	Woodwork 1	126
Home Economics 2	126	Woodwork 2	67
General Shop 1	988	Woodwork 3	13
General Shop 2	98	Fabrics and Dressmaking 1	102
General Mathematics 1	1,939	Fabrics and Dressmaking 2	45
General Mathematics 2	404	Fabrics and Dressmaking 3	11
General Science 1	605	Homemaking 1	104
General Science 2	122	Homemaking 2	25
Vocations and Guidance 1	2,735	Homemaking 3	20
Commercial Law 1	1,870	General Mathematics 3	44
Physical Education 2	958		

It is imperative that Music 1 be more generally offered than at present to provide instruction for students intending to enter the teaching profession, since this subject is now obligatory for entrance to Normal School.

The Department conducts the examinations of the Western Board of Music for grades below the level of the degree.

The number of candidates for these examinations continues to increase as evidenced by the following table:

WESTERN BOARD OF MUSIC—NUMBER OF CANDIDATES			
Year	Practical Exams.	Theory Exams.	Total
1937	6	3	9
1938	11	8	19
1939	26	9	35
1940	27	29	56

The examinations in piano were conducted at one centre only this year, that is, Edmonton. Mrs. Gordon Egbert of Calgary was the examiner. Those in Theory were written in Edmonton, Morin-

ville, Slave Lake, Lea Park, Orion, Strome, Grimshaw, Glenister, Hazeldine and Entwistle.

The Grade IX Examination procedure has now become well established. Research and reports from teachers in general throughout the Province are evidence that candidates for this examination are well graded. Further research work in connection with this examination is now under way.

This examination was held in 1,493 districts. A total of 9,869 candidates wrote, an increase of 438 over 1939. A total of 163 (including chairmen) sub-examiners were appointed to value these papers. Of the total of 9,869 candidates, 3,299 were registered in rural schools and 88 were registered in the complete course by correspondence.

CERTIFICATES ISSUED DURING THE YEAR 1940

Certificates	Alberta	Other Provinces	British Possessions	Other Countries	Totals	Grand Total
(a) Permanent Certificates:						
Alberta Teachers:						
Academic Class	21					
High School Class	17					
First Class	241					
Elementary and Intermediate Class	222					
Second Class	103				604	604
(b) Interim Certificates:						
High School Class:						
Alberta	38				38	
Saskatchewan		2				4
Ontario						
First Class:						
Alberta	15				15	
Elementary and Intermediate Class:						
Alberta	607				607	
British Columbia		1				
Saskatchewan		13				
Manitoba		1				
Ontario		1				
England			4		20	
Second Class:						
Alberta	13				13	697
	1,278	20	4		1,301	1,302

N.B.—The table shown above includes in its Alberta list 235 certificates re-issued on account of change of name through marriage, and 121 re-issued to teachers who have qualified for certificates of higher rank than those originally granted them.

In addition to the above general certificates, special certificates have been issued for the teaching of Art, Music, Dramatics, Physical Education, Shop Subjects, Home Economics, Bookkeeping, Typewriting, Stenography, and Commercial Subjects. Qualifications for these special certificates may be obtained by courses taken at Summer School, at the University, or other recognized institutions.

ANNUAL REPORT OF CORRESPONDENCE SCHOOL BRANCH FOR THE YEAR 1940

(J. W. CHALMERS, *Director*)

ELEMENTARY SECTION

As in former years, during 1940 the Elementary section of this Branch supplied free correspondence courses to such students in Grades I-VI as were unable to take advantage of the regular school facilities. During the year the number of pupils actively engaged in correspondence work in these grades was 571, distributed as follows:

TABLE 1

Grade	I	II	III	IV	V	VI
No. of Students	220	97	86	76	57	35

Some of these pupils were resident in areas not organized into school districts; others were prevented from attending school because of distance from school, lack of adequate roads, severe weather, poor health, and similar factors; others are students who had passed the school age of fifteen years and whose early schooling was incomplete for one reason or another.

As in former years, the Correspondence School Branch continued to supply lessons to pupils in the Provincial Special Unit of the University Hospital.

Due to the establishment of some schools in the North West Territories, the Elementary section was not called upon to provide instruction for as many pupils in this area as formerly, only five taking their work under the supervision of this section.

The instructional staff of the Elementary section during the year was increased by one, and consisted of the following: Misses S. K. Robinson, E. M. Price, R. P. Bell, I. M. Morris, E. B. Alexander.

INTERMEDIATE SECTION

In Grades VII and VIII free correspondence courses were supplied to under-privileged students under the same conditions as hold for students in the Elementary section. Thirteen Grade VII students were promoted to Grade VIII, and 12 Grade VIII students to Grade IX. The number of students registered for correspondence courses in the Intermediate section was as follows:

TABLE 2

Grade	VII	VIII	IX
No. of Students	38	54	530
No. of Individual Courses	266	378	1,193

Correspondence courses above Grade VIII are not supplied free, but may be taken by any child or adult with adequate educational preparation. Of the 530 registered in Grade IX, approximately 180 were taking the complete Grade IX course, others being registered for one or more subjects, mainly in the optional courses. Of the number registered for the complete course, a large number either cancelled their course or extended it to cover a two-year period. Those who wrote on the departmental examinations in 1940 numbered only 88.

During the year an effort was made to increase the service of the Branch to its students. To this end, a students' reference library is being built up from which students are encouraged to borrow books in all subjects. Books are also loaned to the students as

required in the free reading section of their English courses. No charge is made for this service, except that the students are required to pay the postage on the books when they are returned to the Branch.

To make possible practical and experimental work in the subjects of Health, Science and Agriculture, students taking complete Grade IX were loaned a kit of simple science apparatus to provide them with the facilities for experimental work. This plan of loaning them science equipment was begun more or less as an experiment, but is yielding very satisfactory results, and may ultimately be extended to cover the science subjects of the high school programme.

Throughout the year a continuous revision of most of the Grade VII, VIII and IX courses was under way to fit these courses more exactly to the peculiar needs of correspondence students. This revision is not yet complete, but will be continued during 1941.

Even under the best circumstances, the Grade IX programme requires diligent application on the part of the student to be completed satisfactorily within one year. Correspondence students working under the handicaps inherent in the correspondence method of instruction have found this particularly difficult to accomplish. Accordingly, beginning in September, 1941, all Grade IX correspondence students will be registered for the work of this grade on the understanding that those whose progress during the first half of the year is not satisfactory may be required to take two years for the work of this grade.

HIGH SCHOOL SECTION

Although in 1939 and previously, supervision and direction of correspondence education in Grades X, XI and XII was exercised by the Department of Education, instruction was offered by private correspondence schools. In 1940, however, the Correspondence School Branch took over the actual work of instruction at the Grade X level. This is in accordance with the plan that the Department has adopted of ultimately offering all correspondence instruction in the high school grades by its own instructors. Grade IX will be taken over in 1941 and Grade XII in the autumn of 1942.

As a result of this action in beginning instruction in Grade X, the instructional staff of the Correspondence School Branch had to be greatly enlarged. During the last half of 1940, eight instructors, all holding valid Alberta teaching certificates and university degrees, were added to the Branch's staff.

At the present time there are almost ten times as many students registered for correspondence courses in Grades IX to XII inclusive as was the case four years ago, nor has the upper limit of expansion apparently yet been reached. The reasons for this phenomenal increase are several.

In the first place, with the recent reorganization of the high school curriculum, standing in high school subjects may no longer be obtained solely on the basis of a written examination. To obtain such standing, high school students must now prepare themselves either in the regular classroom or by correspondence instruction; and their standing in the subjects which they thus take is based

on the whole year's work. Accordingly, many students who would formerly have prepared themselves by private study for departmental examinations are now registered for correspondence courses.

A second reason is the fact that high schools are now much more restricted than they were under the unrevised programme in the number and kind of subjects which they may offer. The result is that, in small schools, students take in the classroom those subjects which the school is authorized to offer and fill out the balance of their programme with correspondence courses.

A third reason is that second class teaching certificates are no longer offered, and thus teachers in possession of such certificates are encouraged to raise their status. Accordingly, a large number of them have turned to the Correspondence School Branch to provide them with tuition in the subjects of Grade XII. In December, 1940, 334 teachers were each taking one or more correspondence courses.

Finally, the organization of the large school divisions has made it possible for many students to take correspondence courses who otherwise would be denied this privilege because of inability to pay the required fees. However, the School Act authorizes school districts and divisions to pay such correspondence fees. The school divisions, with their much greater financial resources than those possessed by the school districts, have in general proved very ready to assume financial responsibility for correspondence courses for their students.

The present war does not seem to have had much effect on the number of students registering for correspondence courses, although a few young men have undertaken some courses to raise their educational qualifications and fit them for enlistment in specialized branches of the armed forces.

During the school year 1939-40 the number of students registered for high school correspondence courses was 2,746. Registrations by subject were as in Table 3:

TABLE 3

Subject	No. of Registrations	Subject	No. of Registrations
English 1	285	Commercial Law	169
Social Studies 1	198	Sociology and Psychology	192
Health 1	265		
Algebra 1	198	Total	1,001
Geometry 1	173		
Art 1	218	English 3	186
Biology 1	193	Social Studies 3	218
Mechanical Drawing	45	Algebra 2	138
Geology 1	127	Trigonometry and Analytical	
Chemistry 1	167	Geometry	76
Physics 1	174	Biology 2	168
Latin 1	145	Chemistry 2	51
French 1	214	Physics 2	87
Bookkeeping 1a	155	Latin 3	53
Total	2,557	French 3	105
		Economics	161
English 2	235	History of Literature	118
Social Studies 2	141		
Latin 2	111	Total	1,361
French 2	153	Grand Total	4,919

The Correspondence School Branch has found it possible to supply both the students themselves and the divisional and district boards, which in many cases pay the students' fees, with services that were formerly not available. Thus, as in Grade IX, students have access to a reference library from which they may borrow

reference books for almost every subject at the Grade X level and free reading books for English 1.

In 1940, for the first time, the school authorities paying the students' fees were supplied with regular reports on the progress of each correspondence student. This service has proved very valuable.

With the taking over of instructional work in Grade X, the Branch faced the problem of supplying students with proper correspondence courses. This problem has been solved in different ways for the different subjects. In some cases the Branch has availed itself of the correspondence courses formerly offered by private correspondence schools; in other cases the instructors of the Branch have themselves prepared new courses. It is planned that ultimately all such courses will be prepared either by the Correspondence School Branch instructors themselves, or under the immediate supervision of the Director of the Branch.

INSTRUCTIONAL STAFF

At the end of 1940 the regular instructional staff of the Intermediate and High School sections of this Branch was composed of the following: J. W. Chalmers, M.A., Director; Helen B. Bolton, B.A.; Vada McMahan, B.Sc.; Ethel C. Hopkins, Ph.B.; S. Rands, M.A.; E. Nancy Thompson; Janet G. Wells, B.Sc.; D. Smith, B.A.; Margaret B. Ripley, B.Sc.; B. E. Walker, B.A., Dip. Prop. Etrang. (Sorbonne); Elsie M. McCall, B.A.; Alive Stevenson, B.A.; Mrs. Iris W. Werry, B.A.; Grace Adamson, B.A., A.T.C.M.

ADMINISTRATIVE SECTION

To handle the administrative work involved in collecting fees, sending supplies to students, recording and returning lessons, etc., there was set up in 1940 an administrative section of this Branch. Thus the Director and instructional staff of the Intermediate and High School sections were able to devote their entire time to educational problems and instructional work.

The administrative section has a personnel consisting of a chief clerk and a number of clerks and stenographers.

CANADIAN LEGION WAR SERVICES

At the outbreak of the present war the Canadian Legion arranged with the Dominion Government to take care of the educational needs of men enlisted in the army, navy and air force. For this purpose, as well as for others of a similar nature, there was set up a non-profit organization known as the Canadian Legion War Services, Inc. During the first winter of the war, instruction in various subjects was offered by the usual classroom methods in different centres across the Dominion. However, this programme did not prove satisfactory, because of frequent transfer of men from one military centre to another, with the resultant interruption of their studies. Therefore, the Canadian Legion educational officials decided to try the method of correspondence instruction, as by using the correspondence technique the service man's educational programme would not be interrupted, no matter how often or to what centre he might be transferred. A conference of Legion officials and of the directors of high school correspondence instruction in six different provinces was held in Winnipeg on May 27

and 28. This conference was attended by the Director of the Alberta Correspondence School Branch. It was ultimately decided that each of the six correspondence school branches represented would undertake to adopt certain courses to the requirements of the Canadian Legion's Educational Committee. This Branch assumed responsibility for English courses, including both Literature and Language, in Grades IX, X and XI. In addition, the English instructors at the Branch marked the lessons for the service men in these courses until the end of 1940. During 1941, although the marking will not be done by the instructional staff, the office work necessary, such as recording the students' marks, sending additional lessons as needed, etc., will be continued.

At the end of 1940 the Canadian Legion War Services, Inc., had registered for correspondence courses approximately 7,500 men, of whom 350 were registered for Grade IX and high school English courses. It is as yet too early to appraise the success of this scheme of correspondence education for service men, but it seems to be one that has great possibilities.

VALUE OF CORRESPONDENCE INSTRUCTION

From the number of students registered for correspondence instruction in Grades I-XII, it is apparent that the Correspondence School Branch is playing an increasingly more important part in the educational life of this Province. Correspondence instruction seems to possess four important functions:

(a) *Equalization of Educational Opportunities:*

No longer is the rural student of limited financial power prevented from continuing his education beyond the eighth or ninth grade. Even if the only schools which he is able to attend offer instruction only to the end of the intermediate level, he is still able to continue his education by correspondence, even to the completion of a High School Diploma.

Thus he is placed on a footing much nearer parity with more fortunate students than once was possible.

(b) *Enrichment of the Curriculum in Small Schools:*

A few years ago a student in the small high school was limited in his choice of subjects to those in which his teacher was adequately prepared to give instruction and for which time could be found in a crowded curriculum. Now, however, this is no longer the case. Should a student wish to study a subject which is not offered in his own school, he is often able to take this work by correspondence.

(c) *Adult Education:*

The Correspondence School Branch provides facilities by means of which adults whose early education was neglected are able to continue studying under direction and encouragement of well-qualified teachers. At the end of 1940 over 150 such adults were taking such high school courses for their cultural value. Others were studying under the supervision of the Intermediate and Elementary sections.

(d) *Guidance:*

Both adolescents and adults look to the Correspondence School Branch for guidance in arranging their educational programmes. Each prospective student receives the best help and direction which the Branch can give him in an effort to fit his educational programme to his individual needs, capabilities and aspirations.

REPORT OF THE CHIEF INSPECTOR OF SCHOOLS

(E. L. FULLER)

During 1940, 46 Divisions were in operation, and all inspectors, with one exception, acted also as superintendents. The heavy administrative and supervisory duties incidental to the superintendents' work make it inadvisable for one man to continue for long in charge of two Divisions, hence the number of men responsible for more than one Division was reduced to four in the fall term of 1940. One new appointment was rendered necessary by the promotion of Mr. W. E. Frame of Drumheller to the position of high school inspector at Red Deer in place of Dr. A. B. Currie, who resigned to accept a position on the faculty of McGill University. Four other appointments were made effective the 1st of September. The new superintendents are Robert E. Rees, B.A., J. Fred Watkin, M.A., Arthur W. Reeves, M.A., Earle G. McDonald, B.A., and Joseph F. Swan, B.A.

Robert E. Rees is a graduate of the University of Alberta. He taught for two years in ungraded schools and served as principal at Czar, Provost and Ponoka.

J. Fred Watkin received his B.A. from Alberta University in 1934 and his M.A. in Education in 1939. He was principal of the Olds Public School for one year, and was, successively, teacher and principal at the Banff High School.

Arthur W. Reeves is an Alberta University graduate with M.A. degree from the University of Chicago. He taught for some years in Alberta schools; immediately prior to his appointment as superintendent he was principal of the Provost High School.

Earle G. McDonald had experience in rural and urban schools before his graduation in 1938 from the University of Alberta. His experience in high school teaching included principalships at Bon Accord, Lavoy and Edson.

Joseph F. Swan was graduated in 1928 from Queen's University. He had considerable experience in rural schools before graduation. For the ten years preceding his appointment as superintendent he held the principalship of Warner High and Public Schools.

ORGANIZATION OF INSPECTION STAFF

Forty-two school inspectors have the dual role of superintendent and inspector. In their capacity as superintendents they offer well-informed guidance to the Divisional boards and give effect to the educational policies formulated in the Divisions. As inspectors they are responsible for the supervision of instruction in Grades I to VIII; if Grade IX forms a part of the intermediate rather than of

the high school organization, this grade, too, comes within their jurisdiction.

The three high school inspectors visit only those schools offering instruction exclusively in grades above the eighth.

The table below shows the present allocation of the staff, together with the assignment of schools to each official.

INSPECTORS OF ELEMENTARY AND INTERMEDIATE SCHOOLS

Inspector and School Division	No. of Districts	No. of Rooms in Operation
J. D. Aikenhead, M.A., Macleod No. 28	70	84
C. C. Bremner, M.A., Drumheller No. 30	96	151
X. P. Crispo, M.A., Olds No. 31	96	113
A. B. Evenson, B.Sc., Taber No. 6	67	62
J. L. Gibault, M.A., St. Paul No. 45	67	89
A. R. Gibson, M.A., B.Paed., Lamont No. 18	60	110
J. W. Gilles, M.A., Peace River No. 10	115	120
L. Good, B.Sc., Wainwright No. 32	75	80
T. F. Hamilton, B.Sc., St. Mary's River No. 2	62	115
F. Hannochko, B.A., Two Hills No. 21	72	104
W. E. Hay, B.Paed., Stettler No. 26	89	112
G. F. Hollinshead, B.Sc., Stony Plain No. 23	78	90
C. B. Johnson, B.Sc., Grande Prairie No. 14	115	130
W. S. Korek, B.A., Berry Creek No. 1, Sullivan Lake No. 9	102	78
H. A. Kostash, B.A., Smoky Lake No. 39	77	125
C. M. Laverty, B.A., Vermilion No. 25	102	111
J. J. LeBlanc, B.A., Clover Bar No. 13	81	116
R. H. Liggett, B.A., Castor No. 27, Neutral Hills No. 16	168	132
R. V. McCullough, A.B., Bow Valley No. 43, E.I.D. No. 44	90	96
E. G. McDonald, B.A., Lac Ste. Anne No. 11	78	87
H. A. Macgregor, M.Sc., Foremost No. 3	130	139
J. A. Macgregor, B.A., Calgary No. 41	89	110
J. H. McLean, M.A., Holden No. 17	80	93
M. MacLeod, M.A., Wheatland No. 40	91	91
R. E. Rees, B.A., Edson No. 12	60	90
A. W. Reeves, M.A., Pincher Creek No. 29	47	87
C. H. Robinson, M.A., Camrose No. 20	79	102
H. R. Ross, B.Sc., Rocky Mountain No. 15	79	96
J. Scoffield, B.A., Wetaskiwin No. 36	104	123
R. J. Scott, B.A., Sturgeon No. 24	90	122
H. T. Sparby, M.A., Athabasca No. 42	111	126
E. C. Stehelin, B.A., McLennan Inspectorate	91	115
J. F. Swan, B.A., Bonnyville No. 46	63	73
H. C. Sweet, B.A., Cypress No. 4, Tilley East No. 5	125	138
L. A. Thurber, B.Sc., Red Deer No. 35	90	136
L. A. Walker, B.A., Ponoka No. 34	80	89
R. Warren, B.A., Acadia No. 8	103	60
J. F. Watkin, M.A., Provost No. 33	77	66
E. W. White, B.A., Killam No. 22	81	97
J. P. White, B.Sc., Pembina No. 37	94	116
O. Williams, B.A., Lethbridge No. 7	89	169
G. L. Wilson, B.Sc., Foothills No. 38	82	97
L. B. Yule, B.A., Vegreville No. 19	74	96
Total	3,769	4,536

INSPECTORS OF HIGH SCHOOLS

Northern Alberta—H. E. Balfour, M.A., Edmonton.
 Central Alberta—W. E. Frame, M.A., Red Deer.
 Southern Alberta—D. M. Sullivan, M.A., Calgary.

Inspection of Elementary and Intermediate Schools.

The following tables, compiled from statistics supplied by the inspectors, indicate in the form of a summary the work accomplished during the year 1940:

TABLE OF MILEAGE

	Total	*Average
(a) Rail or Bus	21,730 5	505.36
(b) Road	376,413	8,753.79
Total	398,143 5	9,259.15

DEPARTMENT OF EDUCATION

TABLE SHOWING TOTAL AND AVERAGE TIME SPENT BY INSPECTORS
IN DIFFERENT TYPES OF DUTIES

	Total Days	*Average Days
Inspection and Supervision:		
(a) Schools in Division	2,360	54.88
(b) Schools in Inspectorate but not in Division	596	13.86
(c) Schools not in Inspectorate	69	1.60
(d) Indian Schools	23.5	.55
(e) Private Schools	22.5	.52
Total supervision	3,071	71.41
Investigations or administrative work		
(a) Districts in Division	2,137	49.70
(b) Districts not in Division	297.5	6.92
Official Trustee duties	400	9.30
Attendance Work	125.5	2.92
Examination Work for Department	99.5	2.31
Teaching in Summer School	57	1.33
Special Work for Department	352.5	8.20
Reports and Correspondence	3,276	76.19
Divisional Board meetings	629	14.63
Conventions, School Fairs, Festivals, etc.	606	14.09
Total	11,051	257.00

*Six inspectors were employed for only part of the year, one being employed for eight months, and five for four months

STATISTICAL REPORT OF ALL INSPECTORATES FOR THE YEAR ENDING
DECEMBER 31, 1940

DISTRICTS, ROOMS AND OPERATION

1. Total No. of Districts:		
(a) In Divisions, 3,278; (b) Not in Divisions, 491	Total	3,769
2. Total No. of Districts in which local school was operated:		
(a) In Divisions, 2,767; (b) Not in Divisions, 465	Total	3,232
3. Total No. of operating rooms		
(a) In Divisions, 3,246; (b) Not in Divisions, 1,290	Total	4,536
4. Total No. of schools:		
	(a) In Divisions	(b) Not in Div.
One room	2,578	222
Two rooms	284	76
Three rooms	47	52
Four rooms	17	46
More than four rooms	15	107
Total	2,941	503

This return does not include the cities of Calgary and Edmonton.

INSPECTION AND SUPERVISION

5. No. of rooms the work of which was inspected or supervised during the year and reports submitted to Department	(a) In Divisions	(b) Not in Div.	Total
Once	2,037	937	2,974
Twice	1,022	149	1,171
Three times	73	4	77
Four times	3	22	25
6. No. of rooms the work of which was not inspected or supervised during the year.			
(a) In Divisions, 214; (b) Not in Divisions, 229	Total		443

SURVEY OF EDUCATIONAL CONDITIONS AND PROGRESS AS INDICATED
IN REPORTS OF INSPECTORS

The information in the following pages constitutes a consolidation of reports received from the 46 inspectors regarding educational conditions and progress in their respective areas. The information as summarized covers the following main headings:

A—General Conditions, Tax Collection, Special Grants and Loans.

B—Teacher Supply, Operation of Schools, Salaries.

C—School Accommodation and Organization.

D—Inspection and Supervision, Quality of Instruction (Elementary and Intermediate).

E—High School Instruction.

F—School Fairs, Fall Conventions, Teachers' Institutes, Musical Festivals, Sports' Days.

G—Additional Features and Suggestions.

These reports naturally stress the operation of the 46 school divisions; comments are also made on the techniques and general validity of the new courses of studies in elementary, intermediate and high schools.

A.—General Conditions, Tax Collection, Special Grants and Loans.

I.—General Conditions.

In quantity of farm and ranch production, the year 1940 was very definitely above average. Weather and moisture conditions were excellent during the early spring and in May and June; hot weather in July, however, caused some deterioration in the wheat crop, but opportune rains came sufficiently soon to make possible the largest total wheat crop in years. The contrast between the 1940 crop and that of the previous years was most marked in the so-called drought areas. Along the Bassano-Empress branch of the C.P.R. yields were from 15 to 25 bushels to the acre of wheat.

In the Acadia Division the crop was the best in ten years; general crop conditions in the Neutral Hills Division were surprisingly good.

Frost in the last week of August caused appreciable lowering of yield and grade in portions of Sturgeon, Lamont, Vegreville and Vermilion Divisions. About 10% of the crop in the Killam and Coronation inspectorates was caught by the early snow and still remains unthreshed in the stook. Damage from hail was reported from Taber, Hanna, Two Hills, Wainwright, Provost and parts of Grande Prairie.

The yield varied from a low of 4 to 12 bushels in the Redcliff and Bowell districts, near Medicine Hat, and in the Falher area, in McLennan inspectorate, to a high of 30 bushels of wheat and 65 bushels of oats in the Grande Prairie inspectorate. All land under irrigation produced a very large yield; vegetable crops were the best in years. The fur farming industry developed greatly during the year, but the saleable catch of fish was somewhat reduced. Lumbering flourished, and any man willing to work could find employment in a lumber camp.

The inability to market the whole crop has made money rather short, since delivery quotas are set at 12 to 15 bushels per acre. While grain prices are low, however, live stock and dairy products provide substantial revenue. Owing to the smaller payments received, farmers are spending more carefully. This has worked to the advantage of the rural communities in one sense, in that there has been less opportunity for large scale spending at crop marketing time, and a more equitable distribution of farm revenue for the purchase of necessities and for the payment of taxes. Reports agree that payments on contractual debts were fairly well maintained, while the volume of business at the end of the year reached a surprisingly high level.

II.—*Collection of School Taxes.*

Rural schools, for the most part, are now functioning under the Divisional Boards, the municipalities being responsible for collecting the taxes and paying the requisitions. In the weaker districts outside of the Divisions, collection of taxes has been stimulated by the offer of special grants, payment of which is contingent upon the cash collection of taxes.

In the consolidated districts collections are usually satisfactory, and in villages and towns the amounts realized are about equal to those of last year. Towns and villages are slowly emerging from the crushing burdens of providing relief, and are becoming more optimistic about balancing their budgets.

Municipalities have found that payment of taxes has been considerably retarded by the quota restrictions placed on the marketing of wheat. Municipal secretaries are taking numerous assignments on future deliveries of wheat. Collections became unusually heavy, as might be expected, immediately prior to December 15th, the end of the discount rate. The total collections over the Province should approximate those of 1938 and 1939, which were good years.

III.—*Special Assistance in Aid of Education.*

Special grants were again made in 1940 to School Divisions included wholly or partly in the special areas of Neutral Hills, Sullivan Lake, Berry Creek, Sounding Creek, Tilley East, Bow West. The Divisions which were so aided were: Neutral Hills, Sullivan Lake, Berry Creek, Acadia, Tilley East, Cypress, Taber. Assistance was given under Section 27 of The School Grants Act to a number of financially weak Divisions with large arrears of teachers' salaries incurred in pre-Division days. School Divisions which received special Government aid on this account are: Athabasca, Pembina, Stony Plain, Peace River, Edson, Grande Prairie, Castor, Provost, Smoky Lake, St. Paul, Bonnyville. Special grants were paid to the following Divisions to assist in keeping the requisitions within a reasonable limit: Foremost, Edson, Peace River, Wetaskiwin, Lac Ste. Anne, Rocky Mountain, Pembina, Smoky Lake, Athabasca, E.I.D., St. Paul, Grande Prairie, Bonnyville. Certain small schools in the pioneer areas of Peace River, Grande Prairie, Wetaskiwin, Athabasca and McLennan inspectorates were given assistance, dollar for dollar or other appropriate ratio, on their undertaking to make cash collections to be applied on arrears of salaries.

A special grant of \$150.00 is made to newly organized school districts erecting their first school by voluntary labour. Bank loans were guaranteed in the case of a few districts in temporary difficulty.

B.—Teacher Supply, Operation of Schools, Salaries.

I.—*Teacher Supply and Operation of Schools.*

The supply of teachers to fill vacancies occurring at midsummer, 1940, was equal to the demand in all schools except those in the frontier areas of Peace River, Rocky Mountain House, Coronation and McLennan inspectorates. Military requirements have not as yet seriously affected the operation of schools; it has been possible

to find properly qualified substitute teachers, including married women and others who had left the profession. A very serious situation was averted in the Fall by the co-operation of the Provincial War Services Board in postponing the period of training of a large group of teachers for whom it would not have been possible to secure acceptable substitutes.

II.—*Salaries.*

Salaries show a marked upward trend. The negotiating committees of the Divisional School Board and the local Teachers' Association after having reached an agreement find it necessary, in order to keep within the required appropriation, to impose a percentage deduction from the stated basic minimum or from the gross annual salary after all increments have been computed. This deduction ranges from 5% in some Divisions to 15% in at least one Division. The scale of salaries in the Stony Plain Division starts at \$750.00 for inexperienced teachers and at \$840.00 for all teachers with permanent certificates; the annual increments for teachers holding permanent certificates is \$25.00; the average salary of all teachers employed by the Stony Plain Division during the year or fall term was \$865.36. Incoming teachers from other schools in Alberta are given a credit of one year's experience for every three years' experience acquired after having obtained their Alberta Permanent Certificates.

In the Camrose Division, 25 teachers with Interim Certificates receive a salary of \$800.00; the average for 79 teachers is \$871.00. In Stony Plain Division one-twelfth of the year's salary is paid at the end of each month, the July amount coming in a second cheque at the end of June. The basic salary in Provost Division is \$840.00 irrespective of certificate; teachers joining the staff are paid \$10.00 extra per year for each year of previous experience, to a maximum of \$100.00; the annual increment is \$25.00 until the maximum total salary of \$1,090.00 is reached. The principal of a two-room school in the Provost Division receives an additional \$75.00; a teacher with only a second-class certificate is paid \$25.00 below the schedule rate and is entitled to only two annual instalments; during the present school year the schedule is subject to a cut of 10%.

In the Foothills Division the average salary for one-room schools is \$860.00; it is \$936.00 in graded schools. The average salary in Athabasca Divisional schools rose from \$760.00 in 1939 to \$775.00 in 1940; in Wainwright from \$781.00 in the June term to \$817.00 in the Fall term. The average salary in the Two Hills Division is \$877.00; in St. Paul it is now \$847.00 as compared with \$800.00 a year ago. Sixty-five teachers in the McLennan inspectorate receive less than \$839.00, and for 49 others the salary is above that sum.

C.—*School Accommodation and Organization.*

I.—*New Schools.*

Returns from inspectors show that 20 new districts were organized during the year 1940. Forty-four one-room schools were built and additional rooms were added to 14 schools. Eleven two-room schools were erected, 6 three-room schools, and 1 school of more than four rooms. Of the new schools, 7 replaced structures destroyed by fire. Only 1 log school was built in 1940. Of the

schools erected, 52 are of frame construction and 4 of frame and stucco; 3 are of frame and insul. brick, and 1 of brick and tile. Sixteen teacherages were erected. In addition, a number of districts found it advisable to rent or lease temporary buildings for high school teaching or other purposes. Six schools were built by voluntary labour aided by Government grants; 2 were financed by debentures, the remainder being paid for out of current funds. New buildings are usually fully modern with respect to lighting, heating, ventilation and sanitation.

II.—*The School Divisions.*

The first 11 School Divisions in the following table have been functioning since January, 1937; those numbered 12 to 22 have operated since January, 1938; Divisions numbered 23 to 44 came into being in 1939, and numbers 45 and 46 in 1940. Two new Divisions were set up during the last year and will be in operation in 1941.

ALBERTA SCHOOL DIVISIONS, 1940

No	Name.	Secretary-Treasurer and Address	Superintendent and Address
1.	Berry Creek	J. A. Lukey, Sunnynook	W. S. Korek, Hanna
2.	St. Mary's River	S. Hesketh, Cardston	T. F. Hamilton, Cardston
3.	Foremost	D. Terriff, Foremost	H. A. Macgregor, Foremost
4.	Cypress	F. G. McLaughlin, Medicine Hat	H. C. Sweet, 534 11th Street, Medicine Hat.
5.	Tilley East	F. G. McLaughlin, Medicine Hat	H. C. Sweet, 534 11th Street, Medicine Hat.
6.	Taber	H. J. Hart, Taber	A. B. Evenson, Taber
7.	Lethbridge	R. M. Glover, Lethbridge	O. Williams, 532 15th St. S., Leth- bridge.
8.	Acadia	C. G. Peterson, Oyen	Robert Warren, Hanna.
9.	Sullivan Lake	H. K. Fielding, Hanna	W. S. Korek, Hanna
10.	Peace River	R. B. Manly, Peace River	J. W. Gilles, Peace River
11.	Lac Ste. Anne	F. W. Wiggins, Sangudo	E. G. McDonald, Sangudo
12.	Edson	Claude Clark, Edson	R. E. Rees, Edson
13.	Clover Bar	Chas. Bowker, 10076 100th St., Edmonton	J. J. LeBlanc, 10713 98th Avenue, Edmonton.
14.	Grande Prairie	G. R. Patterson, Grande Prairie	C. B. Johnson, Grande Prairie
15.	Rocky Mountain	J. Stronach, Rocky Mtn House	Hugh R. Ross, Rocky Mtn House.
16.	Neutral Hills	R. R. Annett, Consort	R. H. Liggett, Coronation.
17.	Holden	V. J. Reay, Holden	J. H. McLean, Lamont.
18.	Lamont	M. Woycenko, Lamont	A. R. Gibson, Lamont
19.	Vegreville	D. W. Kennedy, Vegreville	L. B. Yule, Vegreville
20.	Camrose	A. G. Lewis, Camrose	C. H. Robinson, Camrose
21.	Two Hills	E. L. Boida, Two Hills	F. Hannochko, Two Hills.
22.	Killam	H. T. H. Roberts, Killam	E. W. White, Killam
23.	Stony Plain	W. T. Begg, Stony Plain	G. F. Hollinshead, 10132 142nd St., Edmonton.
24.	Sturgeon	E. Meadon, 37 Gariepy Block, Edmonton	R. J. Scott, 10049 113th Street, Edmonton
25.	Vermilion	J. R. Robson, Vermilion	C. M. Lavery, Vermilion.
26.	Stettler	F. M. Layton, Stettler	W. E. Hay, Stettler.
27.	Castor	A. B. Wetter, Castor	R. H. Liggett, Coronation
28.	Macleod	Gordon Blair, Granum	J. D. Aikenhead, Macleod.
29.	Pincher Creek	Wm. A. Fraser, Pincher Creek	A. W. Reeves, Pincher Creek
30.	Drumheller	Harry A. Evans, Drumheller	C. C. Bremner, Drumheller
31.	Olds	S. Gilson, Didsbury	X. P. Crispo, Olds.
32.	Wainwright	D. H. Currie, Wainwright	L. Good, Wainwright
33.	Provost	J. H. Cochrane, Hughenden	J. F. Watkin, Hughenden.
34.	Ponoka	DeForest Nelson, Ponoka	L. A. Walker, Ponoka.
35.	Red Deer	R. C. Ives, Red Deer	L. A. Thurber, Red Deer
36.	Wetaskiwin	T. Appelt, Wetaskiwin	J. Scofield, Wetaskiwin
37.	Pembina	G. B. Pierce, Westlock	Jas. P. White, Westlock
38.	Foothills	J. T. Hyde, High River	G. L. Wilson, High River
39.	Smoky Lake	S. Antoniuk, Smoky Lake	H. A. Kostash, Smoky Lake
40.	Wheatland	H. C. Willson, Strathmore	Munroe MacLeod, Strathmore.
41.	Calgary	F. R. McVeigh, 506 Burns Bldg., Calgary	J. A. Macgregor, 3435 6th St. W., Calgary.
42.	Athabasca	J. A. MacIntyre, Colinton	H. T. Sparby, Athabasca.
43.	Bow Valley	G. E. Smith, Bassano	R. V. McCullough, Bassano
44.	E.I.D.	G. E. Smith, Bassano	R. V. McCullough, Bassano.
45.	St. Paul	C. M. Seiler, St. Paul	J. L. Gibault, St. Paul
46.	Bonnyville	J. B. Laporte, Bonnyville	J. F. Swan, Bonnyville
47.	Spirit River	J. P. Sauve, Spirit River	E. C. Stehelin, McLennan
48.	McLennan	L. R. Kvittum, McLennan	E. C. Stehelin, McLennan.

The total number of school districts in the Province, including units in consolidation, is 3,899.

There are 3,346 school districts included in Divisions and 181 outside of Divisions. The Consolidated schools embrace 184 districts, while town and village districts total 165. The map following shows the approximate area covered by each Division.

Progress in the School Divisions.

(1) High School Instruction.

The objective of a high school education for every child who so desires it, up to and including Grade XII, irrespective of where he lives, while not fully achieved in all the Divisions, has become immeasurably closer to complete realization. It is generally agreed that the best type of education is provided by concentrating instruction in the larger centres where equipment, accommodation and teachers' qualifications are at a higher level. Some Divisions have enlarged the buildings and increased the staffs of already functioning high schools. The Acadia Division operates one high school room in Oyen in return for free tuition of all Divisional students. Co-operative arrangements of a similar nature are in force at Drumheller and Brooks. Weather, roads and economic conditions vary so widely throughout the Province that no two Divisions solve their problems in exactly the same way. The open winters in the south are ideal for transporting children to school by motor buses. The Lethbridge Division operates 31 vans, 11 of which it owns. Six hundred and sixty-seven students of the Lethbridge Division are conveyed in school vans out of a total school population of 2,329; of the 879 students in Grades VII to XII inclusive, 237 from rural districts are conveyed to large central schools. Thus it appears that 2 out of every 7 students in the Lethbridge Division take advantage of this system of transportation; the cost to the Division per student per annum is \$34.00. Van services are also operating successfully at Seven Persons and Foremost, and in the Cardston, Clover Bar and Foothills Divisions. Dormitories have been established at Taber, Armada, Youngstown, Hanna, Consort, Holden, Bruce, Kitscoty, Bassano, Duchess, Brooks, Milo, Cluny, Drumheller, Wimborne, Kathryn, Lacombe, Loyalty, Red Deer and Barrhead. The cost of living in the dormitory is as low as \$6.40, and in no case does it exceed \$12.00 per month for board, lodging and full-time supervision of each student.

Some Divisions have established one-room or two-room high schools, using existing buildings or erecting buildings in new centres. Although the Divisional boards are not legally responsible for the provision of Grade XII instruction, most of them feel there is a moral obligation to provide it; nearly all Divisions pay the statutory fee of \$40.00 in Grade XII when it is deemed necessary to send students to high schools in selected towns and cities. When all other means fail, it is always possible to provide instruction by correspondence courses. These courses are a boon to the industrious and conscientious student in an isolated district; they are conducted by the Correspondence Branch of the Department of Education, which has a highly skilled staff of instructors devoting their full time to this service.



(2) *Instruction in Special Subjects.*

In a number of Divisions advantage is taken of the special grants payable when two or more districts have entered into an agreement for the purpose of providing instruction in Shop courses, Home Economics, Commercial subjects, Music or Art, with travelling teachers spending their entire time in this special work. In new schools it is now the accepted practice to provide special rooms in the basement which may be fitted up for General Shop and Home Economics classes. In the Foothills Division there are 46 pianos in the schools, 10 radios and 13 albums of music appreciation records. The Olds Division owns 58 pianos, 23 organs, 6 phonographs, and a series of records which go from school to school.

(3) *School Libraries.*

Every Division reports progress in the establishment of libraries. It is customary to allocate not less than \$15.00 per room for the basic library, and to pass appropriations each succeeding year for accessions to the original. Circulating library schemes are uniformly satisfactory. Two Hills, for circulating library purposes, divides the schools into 13 zones of 5 schools each, giving all students access to about 300 books. A typical circulating library is that of the Foothills Division, which has a rating of over \$6.00 per pupil. The four classifications of the Foothills library are: I, Free Reading, Grades I-IX; II, reference books for the integrated studies of Divisions 1 and 2; III, reference books for Grades VII-IX; IV, books for high school grades. The books are made up in sets. Each teacher may call at the Divisional office and get one or two sets at a time; the teachers' expenses are paid for delivering the books. A systematic programme of cleaning and repairing books costs the Foothills Division \$200.00 per year. Many Divisions have circulating libraries of professional books or they maintain a teachers' reference library at the central office.

(4) *Supplies and Equipment.*

Discounts ranging from 5% to 50% under catalogue prices have been effected by large-scale buying and the application of good business methods to purchases of school supplies, hardware, building materials and equipment. These savings are passed on to the pupils who purchase supplies at wholesale prices. The Cypress and Tilley East Divisions provide all supplies except text books and exercise books. Supplies are free in Rocky Mountain House, Vegreville, Killam, Calgary, Olds. Eighty-eight items are listed as free to pupils in the Wheatland Division. Peace River and Camrose Divisions have established text book rental systems. Pupils in Grades IV, V, and VI in the Camrose Division pay a rental fee of 75 cents for books; a full set of text books for Grades VII and VIII may be rented for \$1.50, and a Grade IX set for \$2.00. The total cost of all pupil supplies for the year 1940 in the Red Deer Division was slightly more than one-ninth of one mill, on an assessment basis.

(5) *Maintenance of School Property.*

In the larger schools in St. Mary's River Division the janitors are employed on a twelve months basis, and are held responsible for the summer cleaning and all minor repairs. Edson Division employs a full-time salaried man to make repairs. Foremost

Division sets aside an emergency fund to meet late and embarrassing maintenance needs. The yearly programme of improvements and repairs in the Vegreville Division includes: provision of insulation in several old buildings; interior and exterior decoration; elimination of cross lighting; improvement of heating plants. A five-year programme designed to give every school a complete overhauling, including painting and renovation, is under way in Acadia, Sullivan Lake and Berry Creek Divisions. Budget allowances for maintenance in the Divisions average not less than \$50.00 per room; Killam Division earmarks 10% of its total expenditure for building and maintenance, including new foundations, hardwood flooring, one-way lighting and replacement of plaster and calcimine by wood products and paint.

(6) *Health Service.*

The provision of health services for the school population should properly form part of a wide programme applicable to adults and to all children of pre-school age, as well as to school age pupils, hence the municipality is the logical authority to assume this responsibility. There is great variation in this field of service. Some municipalities give no health service; some provide a half-time nurse; others provide a doctor and nurse for the physical examination of school children and complete immunization of all children; while still others have the services of a municipal doctor and a municipal hospital with or without a preventive programme. Reports of the inspectors stress the need for health units in all the municipalities. The Lamont Division co-operated this year with the Health Clinic by providing cod liver oil tablets for every child in the Division, for five months. In the Sturgeon Division a systematic programme of physical examination and inoculation was carried out in the schools, half the cost being borne by the Department of Health. In Ponoka Division willing pupils were inoculated and vaccinated; Wetaskiwin Division immunized one thousand children from diphtheria and smallpox. The public health nurse visited all schools in the Pembina and Smoky Lake Divisions at a cost to the Divisional Boards of her travelling expenses only.

(7) *Problems Difficult of Solution.*

It is relatively easy for the Divisions to offer, at a much reduced cost to the taxpayer, the same services that were given by local school boards prior to the establishment of the Divisions. But all Divisional Boards agree on the urgent necessity of providing for the rural children approximately the same educational advantages as are offered in the urban centres. Moreover, all the Divisions have undertaken to clear off overdue debenture indebtedness, arrears of teachers' salaries and other liabilities; at the same time all Divisions have an aggressive policy of building construction and repairs. To obtain the necessary funds for all these purposes, without raising the mill rate to a prohibitive figure, is a serious problem. Some Divisions pay annual amounts as high as \$4,500.00 for tuition fees and correspondence courses for the children of isolated families; these sums go entirely outside of the Division instead of remaining within its boundaries to improve the future financial position. Ways and means must be found whereby these sums can be saved and used for capital investment.

Divisional Boards still have some difficulty in securing the co-operation of the local boards. Ways and means must be discovered to recapture, in the several school districts of the Division, an active interest in the condition and in the use of the local school plant—an interest which lapsed noticeably after the Divisional Boards took charge.

D.—Inspection and Supervision.

I.—The New Form of Report on Teachers.

The abandonment of the practice of grading teachers is in keeping with the policy of eliminating the competitive spirit in our schools. The old report form encouraged subjective judgments, unless standardized testing materials were used. The present form allows for comment on general progress in various groupings, which is the basic principle incorporated also in the new report card of pupils. Local boards appear to be satisfied with general statements dealing with the all-round effectiveness of the teacher and the progress and development of the pupils. It is now possible to make frank and fully written comments to the teacher on personal and technical points, which formerly invited trouble if included in the report to the trustees.

II.—Quality of Instruction in the Elementary Grades.

The elementary grades comprise Divisions I and II. Division I consists of Grades I, II, III; Division II includes Grades IV, V, VI. The following brief statements summarize the findings of the inspectors on the character of the instruction in our schools:

(1) The extent to which teachers are realizing the aims of the activity programme.

The reprinted Programme of Studies for the Elementary Grades leaves the teacher no option but to include some activity instruction in the schoolroom. The lack of prepared outlines in the new programme has been the means of developing some originality and experimentation. New forms of furniture and furnishings are finding their way into our schools—low tables and chairs, drawing easels, work-tables, cabinets; these facilitate the teacher's organization of the day's programme for the use of social situations, pupil-group operations, and the establishment of learnings experimentally.

(2) The effect of integration on the application by teachers of activity procedures or enterprise techniques.

The integration of the former courses in Social Studies, Science and Health into "Themes of Living" has resulted in a marked increase in the extent to which teachers are using enterprise techniques. Effective integration of subject matter is the most advanced phase of successful enterprise work, and we must be prepared to wait more or less patiently for its general and successful development, though we are definitely making progress.

(3) Quality of teaching, by subjects.

(a) **READING AND LITERATURE.**—The new introductory section on Reading in the Programme of Studies has given valuable suggestions on a number of problems: grading of reading material; the use of phonics; the relation between phonics and speech training.

Through Divisions I and II the selection of reading material of appropriate difficulty to permit pupils to make "comfortable progress" presents a problem generally; this problem is more pronounced in the case of non-English pupils. The achievement of the aims in the study of Literature depends on reading skills, because ability in Reading must precede appreciation of what is read.

(b) LANGUAGE.—Where speech training receives attention, formally as well as incidentally, there is improvement in the quality of oral work. Writing of print letters in Grades I and II is very well done where supervision time is available. The making of well-formed script letters should be fairly automatic before the difficulties of pen and ink are attempted. The best teachers find time to give remedial exercises in language with individual pupils who show need for this special help.

(c) ARITHMETIC.—The reduction of the minimum attainments expected of Grade I has had a good effect. The majority of teachers are now stressing the development of the number sense through objective experience. There is need for number work-books, similar to the current work-books in Reading, that will provide reading experience with material that incorporates number vocabulary and the vocabulary of a basic word list.

(d) PHYSICAL EDUCATION.—The shift of emphasis from formal unmotivated exercises to group movements and games has been salutary. The subject is neglected sometimes because of lack of space, and sometimes because of the apathy and inertia of the teacher. Reports from Army Training Centres confirm the opinion that the rural student, although superior in muscle, is inferior in the powers of co-ordination, posture, and grace of movement. Folk-dancing, tumbling and organized play are deserving of more attention and should replace the outmoded arm, leg and trunk exercises.

(e) ART.—The integration of art with other subjects has resulted in a much more pleasing and interesting type of work. Paper tearing, appliqué, cut paper work and pictorial representation have largely replaced formal drawing. Products of the schools show much more variety, originality and meaning than ever before. Creative art is rapidly coming into vogue. Pupils' learnings are related more definitely to operations undertaken in their promotion of job-in-hand or enterprise where the incentive to express themselves in form and color is strong.

(f) MUSIC.—Experience in rhythm is being provided in various forms of musical expression: choral work is now the rule rather than the exception in our schools. Results in choral music in Ukrainian schools are at a high level.

(g) THE INTEGRATED PROGRAMME. — There is evidence that teachers are clarifying their ideas and coming to realize that integration of the different human activities and experience is entirely natural and has always been in use in the home, and to some degree in the school. An undue amount of time in the classroom continues to be given to factual acquisition at the expense of social and personal development and satisfaction of intellectual curiosity. The Guide to the Integrated Programme permits the teacher to do some thinking and planning in advance, and enables the Divisional office more adequately to supplement the year's programme with Reading material.

(4) *The new form of Pupils' Report Card.*

Teachers who have used the new report cards conscientiously and sympathetically report that it gives them a much better knowledge of pupil attitudes, abilities and progress, and suggests qualities to look for in the pupils. Some complain that, while the report attempts to diagnose personality as revealed in school behaviour, it fails to suggest material treatment. This criticism is scarcely valid, however, since the teacher and parent have the remedy in their own hands and can achieve the desired ends through co-operation of school and home.

Parents who have taken the time to study their children's reports seem to like them, though some complain they are too complicated and indefinite. In districts where the adult population is preponderantly foreign-speaking the new report will have to be introduced gradually.

Suggestions have been made that a different form of report be used in each of Divisions I, II and the Intermediate Grades. Such a plan would tend to simplify the report and eliminate some of the present criticisms.

III.—*Quality of Instruction in the Intermediate Grades.*

(1) *Qualifications of teachers.*

A second-class certificate is a valid license to teach up to Grade VIII only, hence most teachers who hold this type of certificate are bending all their energies towards raising their qualifications by private study or by attendance at Summer School. Most of the Grade IX teachers have special certificates in at least three optional subjects and many hold junior certificates in four or five options.

(2) *Correspondence courses in Grade IX.*

Pupils who have average ability, who have satisfactory ground-work, and who are industrious and interested can profit from correspondence instruction in Grade IX. Music, Typewriting, Oral French, Dramatics and Shop courses do not lend themselves readily to instruction by correspondence, but courses are available in Art, Junior Business, and Agriculture.

(3) *The Grade IX examination.*

The selective purpose of the Grade IX examinations in classifying pupils, and helping to direct them into the courses best suited to their attainments and abilities, is defeated very often through the restricted programmes offered in the smaller high schools. The need for wider provision of non-academic electives is indicated, so that students will not continue to struggle with a type of programme entirely beyond their capacities.

IV.—*Quality of Instruction in the Intermediate Grades, by Subjects.*

(a) **ENGLISH.**—The increasing amount of reading necessitated by research and the use of reference materials, as well as the type of our literature courses combine to effect a gratifying improvement in English. Teachers are devoting more time than formerly to remedial English; there is real need for well-directed remedial instruction in silent reading.

(b) **SOCIAL STUDIES.**—In this subject the use of comparative data, correlations in several fields of knowledge, interpretation of

historical and geographical facts in the light of present-day conditions are now common school-room practice. Results are achieved by means of investigative reading, tabulations and summaries, activities of project or semi-enterprise types, with round-table discussions or formal lessons concluding problem-studies.

(c) **HEALTH AND PHYSICAL EDUCATION.**—In the one-room rural school Physical Training is generally taken by all the grades at the same time out of doors. A number of teachers get pupils interested in tumbling and pyramid building acts. There is increased use of games, and in lieu of winter indoor exercises teachers encourage skating, hockey and skiing. The Health part of the course is becoming more practical; students sometimes practice bandaging and administration of first aid.

(d) **MATHEMATICS.**—The subject of Mathematics receives the largest share of teaching time probably because of its inherent interest and traditional importance. Teachers adhere too rigidly to the text and stress solution of type problems. More use of diagnostic tests is advisable to discover individual difficulties. Far more oral discussion with pupils should be introduced to check pupils' interpretations and reasoning processes.

(e) **GENERAL SCIENCE.**—Nearly all intermediate schools are now provided with the minimum science equipment; hence there is progress in experimental work and the use of reference books. The practice of summarizing factual material by means of dictated notes and manuals has been almost entirely discontinued.

(f) **MUSIC AND ART.**—Improvement in these subjects is closely related to the qualifications, interest and talents of the teacher. The course in Music for the Intermediate Grades is rather too advanced for the average rural school; most of the schools are working at the Elementary school level in this subject.

(g) **OPTIONAL SUBJECTS.**—Farm and Home Accounting is chosen generally in Grades VII and VIII and often Dramatics and Typewriting, especially if they are offered as options in Grade IX. The most popular options in Grade IX are Junior Business and Typewriting, followed by Art, Dramatics and Music. Teachers now realize that these optional subjects have an intrinsic importance in their own right and must receive a fair share of the teaching time. In the villages and towns optional subjects are usually handled by the more highly-trained specialists.

E.—High School Instruction.

I.—Qualifications of Teachers in Grades X and XI.

The Elementary and Intermediate School Certificate is not a valid license to teach in grades above Grade X. A teacher with a First Class Certificate may give instruction in Grades XI and XII, but even in schools specializing in these grades the graduate teachers usually secure the more desirable positions. Most teachers of grades above X, therefore, find it to their advantages to pursue further studies with a view to eventual graduation from an approved university.

II.—*Quality of Instruction.*

The limited programmes in the smaller schools now enable teachers to devote reasonable time to the subjects offered; reference libraries and equipment are increasingly satisfactory, and the attitude of the students is good. Pupils coming into town and city high schools for Grade XII instruction seem to be well-prepared, and are about as successful as those who have taken all their high school work in the larger schools.

III.—*The Recommendation System in Small Schools.*

Standards of achievement used for recommendations are gradually rising as teachers are becoming better informed, as facilities improve, and as the fear of reprisals is removed.

IV.—*How the Aims of the High School Curriculum are being Realized.*

Small schools are more and more coming to the position of offering pupils a general high school education rather than academic courses leading to the professions. As education becomes more centralized in the larger and better equipped schools the aims of the new curriculum will be more completely realized. There is still a significant section of parental opinion favouring the traditional matriculation programme; but there is also a growing appreciation of what the schools are attempting to do and a disposition to leave the direction of public education in the hands of those in a position to give the adolescent expert guidance and advice.

V.—*Inspection of High Schools.*

The high school inspectors have prepared a consolidated report covering the high school field for the year. This report is here included in the form in which it was submitted:

During the year 1940 we made a total of 515 individual inspections. Committee meetings incidental to the new course of studies, conventions, examination work, correspondence with principals regarding the organization of their schools, and other duties continued to take up time that would otherwise have been devoted to inspecting. It would appear that these additional duties have reached their peak and should decrease considerably now that the revised course is in full operation to the end of Grade XII.

The number of classrooms under our jurisdiction and the corresponding numbers for 1939 are as follows:

	1940	1939
(a) Edmonton, Calgary, Lethbridge and Medicine Hat	263 rooms	269 rooms
(b) Other centres, schools of:		
One room	172 "	159 "
Two rooms	164 "	158 "
Three rooms	69 "	54 "
Four or more rooms	132 "	137 "
(c) In Private secondary schools	69 "	68 "
Totals	869 rooms	845 rooms

High school grades are also taught in many class-rooms under the supervision and direction of the Public School Inspectors. During 1940 there were 395 of such schools.

In September, 1939, the practice of assigning gradings to teachers was discontinued. In September, 1940, a new form of report was introduced which attempts to interpret to teachers and school

boards the aims and objectives of the new course of studies. This report consists of two parts, the upper going to the school board and both portions to the teacher. In the past, remarks and suggestions intended only for the teacher were always read and were frequently misinterpreted by the school board. We find the new form a decided improvement as we can now make very frank remarks regarding the teacher's work and offer helpful suggestions. On the upper part we give a general report on the conditions in the class-room, including a statement as to whether or not the teacher's work is satisfactory. A supplementary report on another sheet deals with the accommodation, equipment and general organization of the school. This is sent to the secretary.

The effects of the war are already felt in the schools. Young male teachers in ever-increasing numbers are being accepted in the various arms of the service. The majority of these young men join the air force, but many are receiving commissions in the land forces. If this continues, as there seems no reason to doubt it will, soon a serious shortage of qualified high school teachers will develop. During September a number of men were on leave from their schools for two weeks or a month for military training.

In some of the rural sections of the Province the enrolment of boys in high school shows a marked decrease; some boys have enlisted, others have found employment in activities directly or indirectly related to war, or they have taken the places of men who have joined the army.

Equipment.

School districts and Divisions report that it is becoming more and more difficult to secure certain kinds of equipment and supplies, and orders are not filled as promptly as heretofore. We find that school boards are quick to accept our suggestions for additional equipment. The reference libraries in our high schools are improving in size and usefulness; science equipment is increasingly satisfactory, and laboratory space is much enlarged from year to year. During the year 1940 there were many new centres opened for the teaching of General Shop and Home Economics. In 48 schools the instruction is given by local teachers. Thirty-four centres take advantage of the special provisions of The School Grants Act and share the services of instructors. This is an economical arrangement since the Government pays a generous grant for equipment, instruction, and for transportation of instructors.

Qualification of Teachers.

The following table shows the qualifications of the teachers in the publicly supported high schools. It does not take account of the substantial group of teachers who by summer courses or by other means have made much progress toward graduation from an approved University:

NON-URBAN:

1. Bachelor's or higher degrees	
(a) With High School Certificate	101
(b) With Academic or First Class	216
2. First Class Certificate without degree	217
3. Vocational or other certificate	3

EDMONTON, CALGARY, MEDICINE HAT AND LETHBRIDGE:

1. Bachelor's or higher degree	
(a) With High School Certificate	17
(b) With Academic or First Class	198
2. First Class Certificate without degree	32
3. Vocational or other certificate	16

General Elective Subjects.

The number of high schools, outside the cities, offering the general electives are as follows:

Bookkeeping 1a	115	General Shop 1	67
Stenography 1a	29	General Shop 2	41
Typewriting 1a	113	General Math. 1	160
Art 1	137	General Math. 2	19
Art 2	8	General Science 1	24
Music 1	147	General Science 2	6
Music 2	8	Vocations and Guidance	145
Biology 1	146	Law	61
Mechanical Drawing	10	Physical Education 2	6
Needlework	14	Psychology	69
Geology	134	Sociology	77
Dramatics 1	66	Survey of English Literature	50
Dramatics 2	7	Economics	56
Home Economics 1	48	Creative Writing	14
Home Economics 2	28		

Quality of Instruction.

The new procedures in Grade XII examinations last June have had a salutary influence on the type of teaching in our high schools. Many teachers had not realized the implications of the new trends in English until they saw the examination papers. A noticeable weakness of students is in the field of reading comprehension. A prime desideratum in language instruction is improvement of style. Many students, and teachers too, use English that is grammatically correct; but its clearness and general effectiveness leaves much to be desired. The grade twelve elective in Creative Writing should be chosen by students who are above average in English skill. A number of schools issue school papers or annuals, thus developing creative writing as a co-curricular activity.

The Social Studies courses are proving the most interesting and perhaps most useful of all subjects offered. They lend themselves to the activity teaching techniques and, as a result, teachers tend in ever increasing numbers to discontinue the old formalized methods and to attack the subject with a research approach. The courses are proving a means of developing the students socially and morally as well as intellectually. Progressive teachers are approximating in the class-rooms the community life the students will later experience, and the latter are getting actual practice in citizenship and the democratic way of life.

Practically all schools offering Chemistry 2 now have a well-equipped laboratory. The more expensive items required for experiments in Physics 2 are coming into the schools slowly. Biology is a subject rich in activity possibilities, and it is a pleasure to report increasing use of the microscope and the scalpel and more emphasis on the observation of growing things. Certain parts of the Province lend themselves ideally to field trips under the direction of a well-informed and enthusiastic teacher. A course in practical Agriculture is offered as an experiment this year at the Brooks High School with the same credit value as the Group C Technical electives; it is probable that other centres will be opened next year.

Teachers are beginning to appreciate the General Mathematics course, but few are taking full advantage of its possibilities. Most teachers closely follow texts and give the course a strong arithmetical, geometrical or algebraical bias, depending on the needs of the students and the teacher's own inclinations. More diagnostic and remedial work should be attempted.

French is now used in our classrooms in actual living language situations. While a reasonable mastery of vocabulary and grammar will always be necessary in learning a foreign language, more emphasis than formerly should be placed on conversational facility in French and oral as well as aural proficiency in all three foreign languages. Reading comprehension is an important objective in Latin, French and German, not only in assigned reading, but also in sight reading.

Commercial electives, Group B, are offered in the four cities and in eight other centres. The Commercial subjects serve three purposes: firstly, they have an exploratory value and enable the student, without interrupting his general education, to find out whether or not he has ability in and a taste for any of the courses in this group; as there are no reliable prognostic tests for getting this information, it is important that the interested student have an opportunity to find out by experience. In the second place, many young people take these courses for their personal-use value; for example, typewriting is a very useful skill for most people, and the same applies to most of the other commercial electives. Finally, in schools that have the necessary staffs and equipment, vocational courses are offered that train the students for office positions.

A 25% increase is noted in the number of schools offering Music 1. The supply of qualified Music teachers is now about equal to the demand. The school Divisions are alert to the necessity of having pianos and phonographs of good tone; one Division has placed pianos in 65% of its schools.

Teachers have become familiar with the Algebra 1 text and are interpreting the course well. The Algebra 2 course is taught satisfactorily by the majority of teachers. Those who have had little or no University training in Mathematics are having some difficulty in interpreting and teaching the course. Teachers report that the new Geometry 1 course is practical and develops logical thinking.

Law is a subject of absorbing interest to the adolescent. In most school teachers stress the observance of a strict code of business ethics and the social implications inherent in all business transactions.

Economics is not one of the most popular courses, probably because students proceeding to University already have a full programme. As a general rule, it is enjoyed by teachers and students. A few teachers of Sociology, particularly those with University training, delve too deeply into the subject. The social value and practicability of Psychology are obvious. In all three of these electives, which formerly were considered too difficult for high school students, the most successful procedure is a discussion about meaningful problems within the range of the students' own experiences and intimately related to their own social environment.

Few schools offer Mechanical Drawing. Not many teachers are qualified to teach it; moreover, it is usually taught in connection with technical courses that are not given in the ordinary school.

Since there is little opportunity to give a guidance programme in grades below the IX, it is highly desirable that in high school the main factors in guidance and character development should be stressed. Teachers should build up better reference libraries than they now have in Vocations and Guidance.

In the Art 1 course the general tendency is to treat the subject in the traditional manner, that is to say, by memorization of rules, copying, drawing and painting samples to be laid away in elaborate folios. Some of the more enlightened teachers have good success, however, in stimulating all creative faculties of their students who attempt craft work, interior decoration and other branches in which the subject can be applied to problems of everyday life and integrated with other studies.

Good results in Dramatics are achieved by teachers with talent and training who realize the aims and the possibilities of the course. It is often correlated advantageously with English, and occasionally with Social Studies.

Except in the one-room schools where the proper facilities are lacking, Health and Physical Education is now properly taught, with boys and girls receiving an acceptable type of instruction in separate classes by teachers of their own sex. The stimulus of the Dominion-Provincial Youth Training Scheme, and the excellent courses offered at our summer schools, have been of inestimable value in modernizing the teaching of this important subject.

F.—School Fairs, Fall Conventions, Teachers' Institutes, Musical Festivals, Sports Days.

The number of School Fairs increased during the year from 85 to 93, and of Musical Festivals from 48 to 57.

The practice of bringing to the Easter Convention educational leaders of international repute was this year extended to the local Fall conventions. The men selected were three educationists from Northwestern University—Dr. Howard E. Lane, Dr. Francis C. Rosecrance, and Dr. Samuel Everett. Conventions were centralized so that the visiting speakers were able to make an itinerary that extended the influence of Progressive Education to every corner of the Province. To compensate for the inevitable loss in free discussion associated with this type of massed convention, the superintendents have facilitated the holding of teachers' institutes; some school Divisions now have group meetings from time to time in each subdivision for discussion of actual class-room problems.

The Sports Meet generally takes the form of elimination contests in selected centres, followed by a final contest at a convenient point. These sports meets provide a great deal of worth-while athletic training, and develop keen, wholesome competition among the schools of the inspectorates. In addition to large numbers of local gatherings, Sports Days were conducted during 1940 in 78 centres as compared with 53 the previous year.

G.—Additional Features Deserving Mention.

Motion pictures of an educational nature and radio service to schools are today regarded as legitimate co-curricular activities. The broadcasts are especially designed and timed for school purposes and include programmes on health, dramatics, music, social studies and primary work. In the Lethbridge Inspectorate seven training centres were this year organized to give additional training, under experienced teachers, for beginners in the profession. In the Foremost Inspectorate a somewhat extensive road building programme was instituted by the Provincial Government primarily

for the purpose of facilitating the transportation of children to Divisional schools. In the Grande Prairie Inspectorate an effort is being made to standardize tests throughout the Division. In Lamont Division prizes are given to stimulate pride in the appearance of the schools and the school grounds. Study groups of teachers have been organized in the Two Hills Division for the purpose of completing ambitious reading courses. The Rocky Mountain House Division reports a gratifying response to its offer of one cent a pound for used magazines of educational value.

H.—Suggestions and Recommendations.

The following recommendations appear in inspectors' reports for the year 1940:

Financial:

That when conveyance fees are paid in lieu of transportation they be based on a Province-wide schedule.

That payments of requisitions become due on the 15th days of March, June, September and December.

That high school fees be defined in terms of credits rather than of subjects.

That grants be made available in aid of dormitories.

That costs of correspondence courses be computed in terms of credits.

The School Divisions:

That library grants be paid to divisions.

That boundaries of Divisions be made coterminous with those of Municipal Districts.

That section 234 (1) be amended to read "one-third of the number of school districts."

That section 237 be amended to call for elections before February 15.

That dormitories be exempt from taxation in villages and towns.

That school Divisions be permitted to organize health units in co-operation with the Department of Health.

General:

That a number of school readers be prescribed for each grade, with vocabularies suited to each grade level.

That regulation 9, governing the conduct of schools, be amended to make the dates Nov. 15 to March 15 inclusive, during which time school may be opened at 9:30 a.m.

That only the authorized report forms be used in schools.

That the police rather than the superintendent be the prosecuting officer in attendance cases.

That a child be required to attend school to the end of the term during which he attains the age of fifteen.

That, in specified isolated areas, residential schools be subsidized by the Government.

That an official list of available teachers be published weekly during July and August.

REPORT OF DIRECTOR OF TECHNICAL EDUCATION

(W. G. CARPENTER)

The year 1940 has been one of readjustment in plans and material involved in the technical education programme of the Province. The war in which Canada finds itself is primarily one of machines and equipment. The enemy, dominated by a determination to revenge, has equipped itself with unparalleled mechanical weapons designed to attain a rapid decision. This, of necessity, has to be matched and excelled in the shortest possible time. All other interests are compelled to give way to the dominant primary interest of resisting the foe and bringing about a peace in which the freedom of man might continue to evolve. It has become the duty of every Canadian to give himself without restraint to the end of winning the war.

The man-power of the nation was ill-prepared to enter so strenuous an activity as war. The will to peace was so strong among the people that even ordinary precautions were at a low ebb. The cadet system was practically abolished, voluntary enlistments in military training units were few, and meagre stores of war equipment were prepared. Educational programmes were academic in their outlook. Opportunities for gainful work for youth were few. The spirit of the people was at a low state of vitality as a result of the long period of depression. Uneasiness was rampant. Dissension and discord were common. And the war broke, and the demand for trained men became stupendous. Great plans came into existence to train men to become militarily efficient. Enormous factories were erected. Frantic efforts were made for materials, machines and men with which to provide the equipment for war— aeroplanes, tanks, guns, ammunition. This equipment has to be operated by men, maintained by men and replaced by men, the majority of whom, as young men, have to be trained.

It was well that there were in existence nuclear organizations that could turn their major efforts into this great duty of training men along mechanical lines. The Youth Training Movement organization was readily adaptable. Technical schools with their equipment were available. The great Commonwealth Air Training Scheme attained effective results in an amazingly short period of time.

The Provincial Institute of Technology and Art in Calgary has sought to the fullest to aid the war effort of Canada. Its building was turned over to the Royal Canadian Air Force as a wireless training school under the Commonwealth Air Training Scheme. New quarters were secured for the Institute in the Grand Stand Building located on the Calgary Exhibition and Stampede grounds. The spacious and beautiful residence of the late Mr. Eugene Coste was given by the City of Calgary for the Art work of the Institute and the women's clothing department. Removal of the equipment began in late August and the major programme began as planned on September 30th, the Aviation Department, working under handicaps, having begun its work on September 3rd. In the Grand Stand Building an elaborate partitioning of the space had to be made, a complete heating system installed and provision made for utilities such as gas, electricity, water and compressed air. This was done

expeditiously by the Public Works Department, and quite satisfactory facilities have been provided. The space is small and the temporary partitioning makes a splendid sound-reflecting surface which aggravates shop noises. All who work under these conditions are resolved to make the best of it, and I wish to commend the co-operative spirit of the staff and student body.

The Coste home is a superior accommodation, excelling that of the regular building.

As was anticipated, the enrolment for the regular programme of the Institute was down considerably—295 as compared with 413 at the same time in 1939-40, and 547 in 1938-39. With the offering of free programmes under the Youth Training Plan and locating these efforts in various centres throughout the Province, it was natural that a decrease in the attendance of the Institute would follow. Numerous young men have enlisted who in the ordinary course of events would have enrolled as students. Notwithstanding the elaborate training schemes for instruction in Aeronautics, the enrolment in this department kept up well, 45 new students entering the first year as compared with 35 enrolled in the previous year. Many of the students concluding their first year secured employment in aeroplane factories in Great Britain and in Eastern Canada, and did not return. Very gratifying reports have come from the managements of various factories in which Institute students have been employed and where many are occupying key positions as foremen and inspectors. The employment picture of trained youth has undergone a remarkable change. Technically trained young men are in great demand, and it is extremely gratifying to see those young men so trained rapidly taking leading positions in industry.

The Institute has sought to co-operate fully with the plans of the Youth Training Movement. Up to October, 1940, 264 students were enrolled in programmes more or less definitely associated with aviation. Practically all these young men are enlisted in the Royal Canadian Air Force or are working in the production of air equipment. During the Fall term three additional groups have been enrolled:

- (a) An R.C.A.F. training group in aero engines and bench fitting, 51 being enrolled.
- (b) An evening class of 145 Calgary men following two programs: (1) Metal including bench fitting and filing, sheet metal and machine shop; (2) Electricity with a radio mechanics outlook. These programmes run from 7:00 p.m. to 11:00 p.m., five evenings per week. Approximately 69 persons have been disappointed through the inability of the building to accommodate them.
- (c) An all-night class running from 11:00 to 7:00 a.m., five nights per week, and from 2:00 p.m. to 6:00 p.m. on Saturday; 163 are enrolled in these classes out of 324, approximately, who applied.

All these classes will have completed their programme about the middle of April when the space will be available again for additional personnel. From this it will be seen that the Institute is operating on a 24-hour basis with the following division of its time:

(1) Regular students—8:30 a.m. to 4:00 p.m.	295
(2) Regular evening classes—7:30 p.m. to 9:30 p.m.	263
(3) R.C.A.F. aero engines—8:00 a.m. to 5:00 p.m.; Saturday—8:00 a.m. to 12 noon	51
(5) Calgary citizens (largely day employed men)—7:00 p.m. to 11:00 p.m.	145
(5) Special industrial group—11:00 p.m. to 7:00 a.m.; Saturday—2:00 p.m. to 6:00 p.m.	163
Total	917

It is worthy of remark that these above requirements have quite changed the main objectives of the Institute. It has been the studied objective of the management that only a thorough training should be given young people in the attainment of skills, but that the maximum influences making for a better personal development should be kept uppermost. Not only should a man be a good workman, he should be a good associate at the bench or in the shop and a good citizen in the broader aspects of this term. This has been a major objective of the Institute, attained largely through extra-curricular activities and student self-government. Each member of the staff was delegated responsibility for the development of some extra-curricular interest. The removal to new and restricted quarters is making this much more difficult.

In the Institute the emphasis has been shifting from the education of the individual to the magnification of what an individual may be taught to do in a minimum of time. This is a good way to win a war, but a poor way to educate. The Institute will work to win the war, and it is with great satisfaction that I can report that the application of the students and their industry was never better. There have been fewer problems in discipline than in any other period during my 17 years in this work.

The following table is a record of attendance for the school year 1939-1940:

ENROLMENT, 1939-40				
	Day	Evening	Correspondence	Total
Aeronautics	54	30		84
Aeronautics (D P.)	181			181
Art	33	20		53
Auto Mechanics	87	13		100
Automotive Electricity	22			22
Building Construction	13			13
Diesel Engines	8			8
Drafting, Mechanical	7	15		22
Drafting, Survey	3			3
Dressmaking and Millinery	41			41
Electricity	69			69
Farm Construction	33			33
Machine Shop	19	25		44
Mining	3		62	65
Oil Chemistry		12		12
Photography		10		10
Radio	10	17		27
Show Cards		11		11
Steam			109	109
Summer School, Calgary (Practical Subjects only)	208			208
Summer School, Banff (Art only)	45			45
Tractors	33			33
Welding, Electric	1			1
Welding, Acetylene	65	18		83
Code		17		17
Motor Tune-up		9		9
Soldiers' Cooking Classes		56		56
Soldiers' Motor Transport Classes		323		323
Plumbing		12		12
Totals	935	588	171	1694

Revision of the Home Study courses in Mining has made good progress under Mr. Alex. Higgins. A new course in Surveying has been prepared and is ready for issue. This is a very fine service to miners qualifying to improve their status in the coal-mining industry. The revision of the Steam courses has been delayed, awaiting the issue of the new regulations governing the qualifications in Alberta of steam-operating engineers. These are now available, but it is not proposed to do much intensive work in revision until Spring, so as not to interfere with the organization of the work of the Institute tuned to meet the demands of war-training service. In all, 176 persons received service from the Correspondence Department, divided as follows: 118 steam and 58 mining.

The outside work of the Director of Technical Education has been necessarily less intensive due to the changes in the set-up of the Institute and the shift in policy emphasis. This is much to be regretted, inasmuch as at the initial stages in the introduction of practical education there are many problems which the Director could assist in solving, and to be effective the work should be gotten away with the right start. This programme is of the greatest significance, much more than many in education appear to be able to see, and much pioneer work remains yet to be done. I cannot emphasize too strongly the need for assistance. A man for the boys' work and a woman for the girls' work are imperatively needed.

It is impossible for one man to supervise the Technical Institute and at the same time give adequate service in the Province where 181 school centres are giving either full-time or part-time to the teaching of General Shop or Home Economics. Two hundred and eight teachers attended Shop and Home Economics teacher-training classes in the Calgary Summer School in 1940.

In all, the year has been extremely busy. There have been very heavy drains upon the energies of the staff, which have been freely rendered. It has been a very interesting year, and it is a pleasure to report that the services of the school are so highly prized and largely utilized.

REPORT OF THE SCHOOL-BOOK BRANCH

(WILLIAM H. NOBLE, *Manager*)

An infant 27 years ago, the School-Book Branch has matured into one of the largest distributors of educational books in the Dominion of Canada. On the authority of unbiased publishing-house representatives, it may be stated that the Branch now has available a stock of some 4,000 books which can hardly be equalled anywhere in this country.

Volumes upon our shelves have a certain romance behind and before them, for they have been culled from widespread publishing centres. Canadian, British and American publishers, all are represented. Although the greater number of titles are destined to be used in Alberta, past experience enables us to predict that consignments will be probably shipped to faraway points in the Dominion and many other distant places.

THE FUNCTION OF THE SCHOOL-BOOK BRANCH

The function of the School-Book Branch may be simply described as the distribution of books of all sorts to schools. Texts, reference and library books are supplied to teachers and students in all educational institutions below University level, which are under the supervision of the Alberta Department of Education. To be specific, better than 165,000 students and 7,000 teachers in Elementary, Intermediate, High, Technical, Commercial and Normal Schools are being provided with the means to pursue their studies. All books listed in the Course Outlines and Departmental Bulletins are carried in stock at Edmonton. Special books required by individuals for particular or advanced study will be supplied at short notice.

Providing all these titles, promptly, economically and without fail, is a service of no mean magnitude. The Branch supplies books at the lowest possible price; selects the edition most appropriate and endeavours to anticipate the incidence of heaviest demand, no easy task in a stock of so many titles.

The distribution of school books is effected through the media of school boards—city and town, divisional and district; hundreds of dealers, and a steadily-growing mail order service.

SERVICES OF OUR ORGANIZATION

Advantages and benefits afforded by the School-Book Branch organization are quite obvious. Large scale purchasing, often in carload consignments, enables us to secure lower transportation and manufacturing costs. Again, by closely studying markets of the publishing world, we are able to take advantage of favourable purchasing conditions at opportune times. Also by standardizing and equalizing school-book prices throughout the length and breadth of the Province, we have promoted equitable purchasing conditions for the consumer. The Branch serves as a large repository for school books, and thus is able to meet any requirements with a minimum of delay. Finally, only books of a high standard in format and content, the most attractive editions of titles recommended by the Department, are supplied.

The foregoing analysis simply adds up to this: students and teachers are being offered one of the means of education at the lowest cost under existing conditions. Furthermore, any title required by student or teacher can be secured on short notice. In the end, the School-Book Branch has but one objective—service to students and teachers.

FEATURES OF THE PAST YEAR

Certain highlights stand out in the past twelve months of School-Book Branch operations. It is the purpose of this report to bring a few of these activities to the attention of those interested.

(1) *Change of Location.*

Early in the new year we changed our location from the Terrace Buildings to the Provincial Building. The Department of Public Works went to considerable pains to adapt the new quarters to our needs. As a result of careful design, harmonious decorating and skilful lighting, the Branch is now housed under almost ideal

conditions. The advantages of the new location are so obvious as hardly to need enumeration. We are now in the centre of Edmonton's shopping area, and so are readily accessible to local and visiting teachers. New books can be placed appropriately in an attractive, dignified setting. Room for stock, which was formerly squeezed into a sadly crowded space, is now adequate. The increased area for operation has resulted in an improved service for book buyers. A comfortable, well laid out Library Reading Room for teachers contains a representative, classified display of books from the stock room, and permits educators to familiarize themselves with the newest and best in the school-book world.

(2) Revision of Elementary School Library Books.

During the year a committee of specialists under the direction of the Department of Education worked for more than three months evaluating and selecting library books for elementary school children. As the result of a painstaking and deliberate winnowing process, the committee, with the aid of the School-Book Branch, published a Select List of Library Books for Divisions I and II. The arrangement of this publication was unique in that it not only classified the books according to subject matter and level of difficulty, but it also co-ordinated and integrated the book selections with the topics outlined in the Course of Study for Elementary School. The comments on the fruits of the committee's labour have been enthusiastic and commendatory.

Later a carefully indexed catalogue with attractive plates, order forms and exact quotations, based upon the Select List issued by the Department, was published by the School-Book Branch. An attempt has been made to place a copy of this catalogue in the hands of every Alberta Elementary school teacher.

It is planned to perform a similar service for the pupils and teachers of the Intermediate School during 1941.

(3) Expansion of Divisional Libraries.

Worthy of note, too, has been the continued and steady expansion of divisional libraries. There is evidence that the teachers, school boards and superintendents in the 46 divisions are determined that the children shall have at their disposal more adequate libraries. The new divisions are pursuing the policy of bringing reference books up to minimum requirements, while the older ones are extending their library facilities to include an increasing supply of general reading material. Ingenious systems of circulating libraries, whereby students in a Division are enabled to enjoy the use of a wide variety of books, are becoming more general.

Co-operation with each Divisional Board in developing a library suited to the character of the people and the Division's financial ability is the constant endeavour of the School-Book Branch. A liberal discount is given on library and text-book orders. Moreover, transportation charges are prepaid on consignments of any reasonable size. The School-Book Branch encourages the Divisions to order large quantities of books, to be held and distributed to school districts as the need arises. Besides allowing boards to purchase at wholesale prices, this system of building a repository of books also saves the trouble and cost of reshipment to individual districts.

Although this year has seen the completion of the Grade XII revisions, it has not been possible to compile the lists of desirable related materials. We shall co-operate in the preparation of these lists, and then see that the books are always available.

(4) Effects of New Programme on School Books.

Examining in a general way the changes that have been introduced into the lists of books recommended by the Department, it is now possible to make a few broad observations. In the first place, the old working order of one text-book to a course is now passé. Properly directed and interpreted, the New Programme requires more, not fewer, books than the old. This explains the tremendous growth not only in our stock, but in the volume of business.

Again the new spirit of the revised programme looks upon books as tools and means, not ends. Less emphasis is placed upon subject matter to be reproduced by rote. The selection of material is governed by the belief that the student must be afforded meaningful experiences through wide reading opportunities. Properly used, such opportunities can enrich his life.

It may also be observed that books now being used in the Alberta schools are superior in variety, content and pictorial quality to those displaced. Never before has there been such a wealth of fascinating books. Educators, authors, illustrators and publishers, who have all played their parts in bringing these books to publication, have done a worth-while job. The School-Book Branch role, as pointed out before, is to secure the best possible editions of recommended books. Constant vigilance is required in order that we may offer attractive titles, which are economical and available in quantity. New publications are constantly being examined to determine their possible value in the schools.

During an intensive all-year advertising campaign, steps were taken to acquaint students, teachers, school boards and dealers with the diversity of School-Book Branch titles. Literally thousands of price lists and requisition forms, catalogues and circulars were mailed to the four corners of the Province. Exhibitions of books were sent to Divisional centres for examination; large displays were presented at Teachers' Conventions; the Library Reading Room was open until 5:00 p.m. for six days a week, and frequent window displays at the Bookhouse served to familiarize the school world with some of the indispensable material carried by the Branch.

FINANCIAL REPORT

The financial pulse of the School-Book Branch for the year 1939-40 was decidedly healthy. The following statement will make this phase of our work clearer than a mere catalogue of figures:

The total retail value of text-books supplied to students in Elementary, Intermediate and High School amounted to \$205,092.75, while the number of volumes represented by this sum was 273,688. Results from the campaign to encourage the sale and distribution of library books were gratifying. Students, teachers and school boards received library and reference material with a retail value of \$127,042.45. Approximately 133,117 volumes were covered by this last amount.

The actual total receipts from the combined sale of text and library books were considerably less than the summation of the total retail values. Many school boards and booksellers took advantage of our wholesale-rate regulations. After allowing the discount, the School-Book Branch received a net total for the past year of \$282,314.92. During the year the total number of books, comprising text, reference, library and all classes of literature distributed, was 406,805.

Included in the receipts of \$282,314.92 are counter sales at the Branch to visiting teachers, school boards and local distributors, which amounted to \$45,159.23. Also to be considered as a portion of the net receipts is \$4,044.24 of moneys for books distributed to 217 schools in the form of library grants, by authority of The School Grants Act. This measure provides an annual subsidy for library purposes to newly organized schools for the first six years of operation.

To replenish stock, the Branch made purchases which amounted to \$255,793.52. Adhering to a policy, which has been in force since the organization of the School-Book Branch, the management placed 90% of the requisitions for new stock purchases with publishers in Canada and Great Britain.

DISTRIBUTION OF FREE READERS

Reader supplies to students in the Elementary schools, which are furnished free of charge by the Government, are distributed by this office. During the year the following quantities of the six books in the "Highroads to Reading Series" were supplied: Primer, 6,783; Book I, 7,083; Book II, 7,977; Book III, 6,969; Book IV, 5,024; Book V, 5,035; Book VI, 4,164. The total number of readers distributed was 43,035. This represents a reduction of 3,813 from last year's distribution.

CURRENT AND FUTURE BOOK SUPPLY PROBLEMS

Certain problems and questions arose during the year, which will have a direct bearing upon operation and future activities of the School-Book Branch. Therefore, a brief discussion of these points may clarify the shape of developments to come.

(1) *The Influence of the War Upon Book Prices.*

War conditions have made it increasingly difficult to stabilize prices of school books in Alberta. In the case of Canadian publications, costs of labour and material are rising. In Great Britain the Ministry of Supply is rationing paper to English publishers at 30% or less of normal requirements and skilled labour is being absorbed into essential war industries. These factors, with heavy additional charges for packing, shipping and insurance, are inevitably forcing trans-Atlantic importations to climb. Added to advancing manufacturing costs, a stiff rate of exchange and a War Exchange Tax on imported books are causing American publications to be subjected to rapid advances. Every mail brings invoices to our office with upward price revisions. To some extent, the School-Book Branch has been able to shield Alberta consumers by virtue of large purchases which were made prior to the outbreak of war. It is to be expected that the general trend of prices will be upward so long as the war continues.

(2) *Student Expenditures for Texts.*

The foregoing discussion of costs brings up the question of the number and cost of prescribed texts for the average Alberta student. Criticism of a not too coherent or well-informed nature is sometimes levelled at the Department for alleged excessive text-book requirements made of students. The answer to this complaint is by way of being both admission and denial. In the first place, the cost of text-books is relatively higher, as compared with quotations in pre-revision and pre-war years. Changes of antiquated texts for up-to-date books have meant that second-hand books, as in former years, are not obtainable in quantity. With regard to the costs of the prescribed material the war factor outlined above has forced increases.

However, agreed that texts are costing more, there can be no argument from the standpoint of educational good but that the changes introduced have been beneficial. Nor can any case be made out for the accusation that books are being exorbitantly priced, when it is remembered that the School-Book Branch operates on a non-revenue-producing basis.

Entirely self-supporting, the Branch meets all charges of operation, including salaries of staff, rent, insurance, interest charges on Government capital invested and sundry expenses. It is the policy of the Department of Education that the school-book business shall not be a revenue-producing agency. In other words, the management endeavours to balance profits and overhead. The slim margin transferred to the public coffers at the end of each fiscal year is ample evidence that there is no proof for an accusation of over-charging. It can be safely asserted that no private book distributing institution in Alberta would dare to operate a business with a volume comparable to that of the Branch and be content to come out with an annual few hundreds of dollars surplus.

Study of the number of texts prescribed for students brings out the evidence that the actual prescription in Elementary School is less under the new programme. True, there are more books required of Intermediate and High School students than of yore, but we have ample evidence that all sorts of ingenious expedients are being successfully employed to provide pupils at these levels with texts. For instance, in the Free Reading section of the English courses many classes are pooling their resources to purchase books. In this way a student may lay out the cost of one book and yet benefit from the scheme by being able to read, at some time during the year, every other book on the elective list. An arrangement of this kind reduces costs until expenditures are no more than under the old set-up. Again, while the number of reference and library books recommended by the Department has greatly increased, the Divisional and local school boards are making appropriations to furnish the classroom library with these titles.

It is indeed difficult to provide even an approximate idea of the average expenditures for texts by students at various school levels, because there are so many elective subjects, especially in Intermediate and High School. Moreover, the student has a choice, within most of the subjects, of a number of possible books from which he may study. Naturally the prices of these books vary. Hence the difficulty of ascertaining exact student expenditures.

The conclusion, in the main, is that there is for the student slightly more expense entailed, especially in the Intermediate and High Schools.

(3) *Limitations in the Alberta School-Book Market.*

Another problem posed for ensuing years is the inevitable decrease in volume and receipts of the School-Book Branch business. While it has been admitted that the process of change will be continuous and that new books will be recommended from year to year, the most profound changes in school books for some time to come have already been effected. The limitations of the Alberta School-Book Branch market are apparent. The factors of saturation and second-hand book exchange will naturally cut down returns. The war, too, is already having the effect of reducing purchasing power. It is to be expected that the situation will become more acute. However, magnitude of turnover does not concern the School-Book Branch management nearly as much as service to the Schools of Alberta. Indeed, these factors of limitation are but stimuli to provide the best books at the best possible prices.

(4) *Problems of Supply.*

The extensive lists of titles recommended by the Department have also created problems of supply. It is our ambition to carry a stock of each book in sufficient quantity to make it immediately available. The faculty of clairvoyance is almost necessary to predict always accurately where the demand, among thousands of books, will fall the most heavily. Frequently the predictions prove to be incorrect. Nor is it possible to simply order large quantities of every title recommended, for future developments may render certain books obsolete. Dead stock can rarely be returned to the publishers. The prediction of demand will be solved, to some extent, when experience as to the popularity of various new books helps the Branch to forecast the needs and tastes of its reading public.

What of the role of the School-Book Branch for the coming year? Rather than an institution marketing so much educational gear, the Branch is to be considered as an integral part of a progressive movement to foster the democratic way of life in Alberta schools. The Department of Education, through the agency of the School-Book Branch, is disseminating one of the means by which young people are stimulated to discriminate, select and discard among the many forms of human conduct. Motivation toward intelligent self-direction is one of the fundamental duties of those responsible for democratic education. The School-Book Branch is proud to be instrumental in this process.

REPORT OF SCHOOL BUILDING BRANCH

(C. G. JEWERS, *Manager*)(Architectural Branch, Department of Public Works,
(Technical Advisers))

The value of school buildings work for 1940 has shown a decrease of \$49,058.89 over 1939. The number of jobs has shown an increase of 19 over 1939.

Approved building projects, including new buildings, repairs and renewals, additions, residences, barns, etc., during the year 1940 were as follows:

STANDARD DEPARTMENTAL PLANS		
	No.	Amount
Teacherages, Barns, etc., erected by voluntary effort	2	
Erected by voluntary effort with partial capital expenditure:		
Frame plans	2	\$ 1,472.86
Residences, barns, etc	1	148.33
Erected by regular contract:		
One-room schools:		
L.C.F.-38, non-basement, low cost frame	10	12,549.95
L.C.F.-38, full basement, low cost frame	7	14,349.76
Log plan, non-basement	1	459.58
AN-11-39, non-basement, siding	1	940.00
BE-10-40, frame and stucco	1	5,728.95
CS-20-38, full basement, stucco	2	7,221.99
CNS-4-40, full basement, stucco	1	3,660.00
CE-20-38, full basement, stucco	2	8,081.03
CW-21-39A, non-basement, stucco	1	2,181.85
Temporary one-room building, TW-1	1	760.00
Two-room schools:		
ENS-6-39, full basement, stucco	1	4,818.75
ES-23, non-basement, stucco	1	1,300.00
ES-28, full basement, siding	3	11,621.00
Teacherages	1	970.00
Barns	1	239.55
Erected under special arrangements approved by Department:		
One-room schools:		
L.C.F.-38, non-basement, low cost frame	5	4,598.07
L.C.F.-38, full basement, low cost frame	4	7,987.22
AN-11-39, non-basement, siding	2	1,418.38
CNS-5-40, non-basement, low cost frame	1	1,150.47
TW-1, Temporary one-room school	1	452.00
Teacherages	8	3,973.92
Barns, sheds, ice houses, etc.	12	2,012.40
SPECIAL DEPARTMENTAL PLANS		
Erected by regular contract:		
One-room addition, full basement	3	14,571.00
One-room school, frame and stucco	1	1,912.65
Basement and heating	4	4,845.30
Alterations	1	429.30
Renovations for dormitories	2	10,322.27
ERECTED UNDER SPECIAL ARRANGEMENTS APPROVED BY DEPARTMENT		
Special Departmental Plans:		
Work-room and cloakroom	1	661.71
One-room additions, frame and stucco	1	2,994.80
One-room additions, frame	1	566.96
One-room addition, full basement	1	4,710.00
One-room addition, part basement	1	2,460.48
Basement and heating	3	3,938.95
Plans prepared outside Department:		
One-room schools, full basement, stucco	1	3,435.81
One-room schools, frame and insul brick	3	12,828.05
One-room schools, frame, stucco, basement	2	7,050.30
Two-room schools, frame, part basement	2	8,232.62
Teacherages (locally prepared)	7	2,529.27
Teacherages (others)	8	2,457.81
Barns	8	1,802.75
Alterations, small additions, etc.	12	3,026.17

PLANS PREPARED OUTSIDE DEPARTMENT

	No.	Amount
Erected by regular contract:		
One-room schools, full basement, stucco	2	\$ 6,525.81
One-room schools, frame and insul brick	2	7,914 10
One-room schools, frame and stucco	2	7,050 30
Two-room schools, full basement, insul brick	1	6,000 00
Two-room schools, frame and insul brick	1	6,289 23
Two-room schools, frame and stucco	2	12,670.00
Three-room school, stucco, full basement	1	8,480 00
One-room addition	2	5,672 80
Four-room addition	1	7,570 62
Five-room and auditorium	1	28,053 73
Dormitories	3	17,870.02

SUMMARY

School buildings destroyed by fire	8	
School buildings erected by voluntary effort	2	
One-room schools built by regular contract	34	79,335.97
Two-room schools built by regular contract	8	36,203.98
Large schools built by regular contract	1	28,053.73
One-room additions built by regular contract	5	20,243 80
Small additions, alterations, etc.	12	3,455 47
Residences, barns, etc.	47	13,985.70
Basement and heating	7	8,784 25
One-room schools erected under special scheme	19	38,911 30
Two-room schools erected under special scheme	2	8,232.62
One-room additions erected under special scheme	4	10,732 24
School buildings erected partly by voluntary effort	3	2,688 88
	152	\$257,122 94

GENERAL STATISTICS

(A. P. WILSON, *Statistician*)

The following statistics have been compiled from information received from teachers, Official Auditors, and Secretaries of School Districts and Divisions:

During the year 1939-40 there were 6,180 rooms or departments in operation in 3,596 school districts, with an enrolment of 163,892. Of this enrolment, 52,485 were in the rooms of 56 City and Town schools, 6,772 in 19 Separate schools, and 23,609 in the rooms of other graded urban schools. During the year 1938-39, there were 53,434 pupils in City and Town schools, 6,576 in Separate schools, and 20,763 in the rooms of other graded schools. During the year 1940, there were 6,265 pupils in 217 rooms in 54 Consolidations, and 76, 182 in 3,185 rooms in 46 School Divisions.

The number of Secondary Grade rooms in operation at June 30th, 1940, including Technical and Commercial rooms, was 778, being an increase of 27 over the previous year. There were 361 rooms in which both Elementary and Secondary work was conducted.

During the year 99.1% of the schools in operation, operated over 160 days and the average number of days schools operated was 193.18. The average monthly percentage of attendance was 90.24 of the monthly enrolment. The increase in the upper grades as compared with the lower grades since 1912 (the year in which the 12-grade system was introduced) may be seen in the following table:

PERCENTAGE OF ENROLMENT

Year	Division I, 1st Year	High School Division and 3rd Year Intermediate	Intermediate and High School Divisions
1912	32.24	3.92	14.65
1913	32.08	4.09	14.50
1914	29.86	4.44	15.51
1915	25.54	5.38	17.19
1916	25.14	5.81	18.06
1917	24.87	5.62	18.45
1918	25.41	6.22	19.42
1919	26.05	6.52	20.39
1920	24.90	6.74	21.31
Jan.-June 1921	25.24	6.04	18.94
1921-1922	22.81	7.53	21.26
1922-1923	20.87	8.29	22.73
1923-1924	19.51	9.13	23.39
1924-1925	18.23	9.95	24.23
1925-1926	17.68	9.60	24.82
1926-1927	17.74	10.68	25.94
1927-1928	17.57	11.44	26.90
1928-1929	16.97	11.78	27.60
1929-1930	16.25	12.66	28.79
1930-1931	15.13	14.38	30.56
1931-1932	14.01	16.53	32.42
1932-1933	13.49	17.13	33.61
1933-1934	13.42	17.58	34.56
1934-1935	13.61	17.06	34.76
1935-1936	14.17	17.54	35.20
1936-1937	14.52	17.86	35.18
1937-1938	14.19	18.28	35.22
1938-1939	13.15	19.06	36.04
1939-1940	12.56	19.79	36.41

The percentage of pupils enrolled in Division 1, first year, in the year 1940 has decreased .59% from the previous year.

The percentage distribution by grades of pupils leaving school at the age of 15 years since 1919 is as follows:

Year	Division I			Division II			Intermediate School			High School		
	1st Yr.	2nd Yr.	3rd Yr.	1st Yr.	2nd Yr.	3rd Yr.	1st Yr.	2nd Yr.	3rd Yr.	1st Yr.	2nd Yr.	3rd Yr.
1919	2.23	2.33	2.18	4.89	7.79	12.90	29.09	24.59	8.45	3.11	2.02	.42
1920	.91	1.21	2.06	4.23	7.04	13.20	17.10	29.98	12.14	5.92	3.41	2.80
Jan. June 1921	1.12	1.05	3.92	6.09	9.91	16.84	19.16	33.55	6.65	1.47	.24	
1921-1922	1.14	1.61	3.59	7.02	11.28	16.52	19.29	29.79	6.59	2.34	.81	.02
1922-1923	1.08	1.01	3.99	5.62	8.68	13.08	18.97	28.50	11.90	4.59	2.18	.40
1923-1924	.54	.90	2.46	3.36	5.46	9.06	20.94	32.87	14.48	7.36	2.47	.07
1924-1925	.39	.81	2.13	3.65	6.33	8.57	20.45	34.94	12.60	7.19	2.84	.10
1925-1926	.15	.35	1.16	2.10	6.65	10.21	17.24	34.69	15.20	10.53	1.46	.26
1926-1927	.16	.19	.45	1.85	4.97	11.50	18.71	33.22	17.25	8.08	3.46	.16
1927-1928	.10	.20	.65	2.60	6.18	9.79	20.36	31.60	17.50	8.62	2.30	.10
1928-1929	.09	.17	.56	1.22	5.74	8.78	21.64	32.09	18.11	9.99	1.55	.06
1929-1930	.09	.13	1.02	1.69	6.78	8.86	21.23	33.62	17.96	6.58	1.95	.09
1930-1931	.13	.13	1.07	1.79	7.35	8.81	21.62	34.10	17.14	5.98	1.79	.09
1931-1932	.09	.31	.72	1.63	6.53	9.17	19.05	34.55	17.13	7.88	2.79	.15
1932-1933	.06	.18	.54	1.70	5.05	9.29	19.22	36.13	18.38	6.64	2.39	.42
1933-1934	.08	.11	.42	1.78	4.94	9.19	18.68	35.89	20.01	5.96	2.43	.51
1934-1935	.08	.08	.33	1.85	4.92	10.96	17.46	33.93	20.47	6.52	2.86	.54
1935-1936	.05	.10	.20	1.99	5.26	10.53	15.55	34.33	21.31	7.77	2.45	.49
1936-1937	.16	.28	.51	2.25	4.69	10.14	15.66	31.69	24.74	7.47	2.02	.39
1937-1938	.15	.26	.59	2.28	4.40	10.88	15.93	29.77	26.60	7.04	1.74	.36
1938-1939	.27	.11	.65	1.75	4.37	9.06	18.05	28.41	28.67	7.15	1.48	.03
1939-1940	.19	.14	.57	1.54	4.72	8.53	17.67	27.18	29.59	7.71	2.07	.09
Average for 22 yrs.	.42	.53	1.35	2.86	6.32	10.72	19.23	32.07	17.40	6.63	2.12	.35

The average number of days of operation in ungraded schools was 189.95 days and in graded schools 196.57. The establishment of the large Divisions has enabled many of the smaller districts to operate for the full year, and has in addition provided High School facilities for many pupils who would otherwise have been forced to leave school. In 1940 the cost of operation per pupil per day was

.362c as compared with .421c in 1927, a decrease of 14.2%. In the same years the percentage proportionate of total attendance to average attendance has increased from 75.22 in 1927 to 85.35 in 1940, an increase of 13.4%.

During the year 1939 there were 6,082 rooms in operation, with 6,176 teachers employed. In 1940 there were 6,180 rooms in operation and 6,290 teachers employed.

TABLE 1.
CLASSIFICATION OF PUPILS

Grades	No. of Pupils June 30, 1930	Percent. of En- rolment	No. of Pupils June 30, 1939	Percent. of En- rolment	No. of Pupils June 30, 1940	Percent. of En- rolment
Division I:						
1st Year	27,307	16.25	21,475	13.15	20,590	12.56
2nd Year	19,971	11.88	17,796	10.90	17,415	10.63
3rd Year	19,851	11.81	17,764	10.88	17,730	10.82
Division II:						
1st Year	18,982	11.30	16,709	10.24	17,430	10.64
2nd Year	17,627	10.49	15,573	9.54	16,275	9.93
3rd Year	15,930	9.48	15,097	9.25	14,757	9.01
Intermediate:						
1st Year	13,684	8.13	14,617	8.95	14,298	8.72
2nd Year	13,444	8.00	13,109	8.03	12,952	7.90
3rd Year	9,179	5.46	10,950	6.71	11,604	7.08
High School:						
1st Year	6,305	3.75	7,503	4.60	7,247	4.42
2nd Year	4,200	2.50	7,037	4.31	6,687	4.08
3rd Year	1,596	.95	5,611	3.44	6,907	4.21
Totals	168,076	100.00	163,241	100.00	163,892	100.00
Elementary Grades	119,668		104,414	63.96	104,197	63.59
Intermediate Grades	36,307		38,676	23.69	38,584	23.70
High School Grades	12,101		20,151	12.35	20,841	12.71

Private School pupils are included in the totals for 1930, but are not included in the totals for 1939 and 1940. The enrolment in High School Grades has increased .36% over last year.

TABLE 2
COMPARATIVE STATEMENT OF ATTENDANCE AND CLASSIFICATION OF PUPILS
IN GRADED AND UNGRADED SCHOOLS

	Graded Schools	Ungraded Schools
Number of pupils enrolled	80,287	83,505
Aggregate days attendance of pupils	13,947,296	13,538,959.5
Daily average attendance of pupils	70,887.19	68,999.28
Percentage of attendance of total enrolment	88.29	82.63
Average number of days attended per pupil	173.71	162.85
Average length of school year	196.57	189.95
Classification:	7,948	12,642
Division I:	7,333	10,082
1st Year	7,346	10,284
2nd Year		
3rd Year	7,361	10,069
Division II:	7,136	9,139
1st Year	6,607	8,150
2nd Year		
3rd Year	6,705	7,593
Intermediate:	6,170	6,782
1st Year	6,467	5,137
2nd Year		
3rd Year	5,507	1,740
High School:	5,422	1,265
1st Year	6,285	622
2nd Year		
3rd Year		
	80,287	83,505
Total Attendance		

Divisions are included in Rural Schools and they include a few Village Schools, although the number of same is small. Rural Schools are for the most part one-room schools.

TABLE 3
AVERAGE AGE OF PUPILS

Division I:		Intermediate:	
1st Year	7.15	1st Year	13.30
2nd Year	8.29	2nd Year	14.17
3rd Year	9.38	3rd Year	15.10
Division II:		High School:	
1st Year	10.45	1st Year	15.96
2nd Year	11.45	2nd Year	17.03
3rd Year	12.37	3rd Year	18.21

TABLE 4

Ages	Total No. of Pupils	Percentage of Enrolment
5 years and under	81	.05
6 years	5,513	3.37
7 years	13,668	8.34
8 years	15,549	9.50
9 years	16,137	9.85
10 years	15,757	9.61
11 years	15,360	9.38
12 years	15,196	9.21
13 years	15,268	9.32
14 years	14,712	8.98
15 years	13,217	8.06
16 years	9,038	5.51
17 years	6,890	4.22
18 years	4,257	2.60
19 years	2,105	1.28
20 years	747	.46
21 years and over	397	.26
Totals	163,892	100.00

Of the pupils enrolled, 14.33% are over the compulsory age limit of 15 years.

TABLE 5
DISTRIBUTION OF PUPILS BY SEX, DIVISION, AND AGE LAST BIRTHDAY—ACADEMIC SCHOOL YEAR ENDED JUNE 30th, 1940
 (July 1st, 1939, to June 30th, 1940)

Grade	Sex	5 yrs. and under	6 yrs.	7 yrs.	8 yrs.	9 yrs.	10 yrs.	11 yrs.	12 yrs.	13 yrs.	14 yrs.	15 yrs.	16 yrs.	17 yrs.	18 yrs.	19 yrs.	20 yrs.	21 yrs.	*Tot.
Division I:	Boys	39	2759	4899	1934	592	201	98	67	42	27	23	10	4	2	1			10698
	Girls	42	2660	4628	1727	519	137	78	46	23	11	9	7	2	1				9892
	Boys	57	1943	4021	1923	793	225	114	62	40	11	24	3	2	1				9118
Division II:	Boys	37	2074	3852	1606	482	178	83	53	36	18	11	5	4			1		9297
	Girls	79	2073	3756	2156	862	364	166	86	49	26	34	4	5	1				9199
	Boys	2	83	1782	3459	1970	945	353	275	108	78	17	5	1					8531
Division II:	Boys	2	83	1782	3459	1970	945	353	275	108	78	17	5	1					8531
	Girls	1	116	1908	3666	1649	656	275	108	78	17	5	1						8946
	Boys	3	121	1736	3270	1641	690	265	122	34	12	2	1						8378
Intermediate:	Boys																		7897
	Girls																		7614
	Boys																		7143
High School:	Boys																		7181
	Girls																		7117
	Boys																		6384
High School:	Boys																		6568
	Girls																		5459
	Boys																		3285
High School:	Boys																		3962
	Girls																		2951
	Boys																		3736
High School:	Boys																		2914
	Girls																		143
	Boys																		3993
Totals by Sex	Boys	39	2816	6886	7776	8100	8012	7868	7967	7759	7442	6635	4262	3125	1942	956	351	191	82127
	Girls	42	2697	6782	7773	8037	7745	7492	7229	7509	7270	6582	4776	3765	2315	1149	396	206	81765
*Grand Totals		81	5513	13668	15549	16137	15757	15360	15196	15268	14712	13217	9038	6890	4257	2105	747	397	163892
Began Div. I. 1st Year, during the year	Boys	39	2661	4176	1011	269	94	5	20	27	19	12	8	3					8344
	Girls	42	2379	4151	1183	297	77	22	24	11	5	5	4	2	1				8405
Repeated Div. I. 1st Year, from last year	Boys	98	723	923	323	107	93	47	15	8	11	2	1						2354
	Girls	81	477	544	222	60	56	22	12	6	4	4	3						1487

TABLE 6
DISTRIBUTION OF PUPILS BY SEX, DIVISION, AND AGE LAST BIRTHDAY IN URBAN SCHOOLS
Academic School Year Ended June 30th, 1940 (July 1st, 1939, to June 30th, 1940)

DEPARTMENT OF EDUCATION

TABLE 7
TABLE SHOWING NUMBER AND PERCENTAGES IN EACH GRADE, UNDER AGE
NORMAL AND OVER AGE

Grades	Number in each Grade			Total in each Grade	Percent. in each Grade		
	Under Age	Normal	Over Age		Under Age	Normal	Over Age
Division I:							
1st Year	81	14,496	6,013	20,590	.39	70.40	29.21
2nd Year	94	11,890	5,431	17,415	.54	68.22	31.24
3rd Year	121	11,448	6,161	17,730	.68	64.56	34.76
Division II:							
1st Year	202	20,785	6,443	17,430	1.16	61.88	36.96
2nd Year	199	9,567	6,509	16,275	1.22	58.41	40.37
3rd Year	281	8,647	5,829	14,757	1.91	58.49	39.60
Intermediate:							
1st Year	352	8,780	5,166	14,298	2.46	60.56	36.98
2nd Year	413	8,204	4,335	12,952	3.19	63.34	33.47
3rd Year	422	7,499	3,683	11,604	3.64	64.62	31.74
High School:							
1st Year	471	5,007	1,769	7,247	6.49	69.09	23.42
2nd Year	405	4,476	1,806	6,687	6.06	66.94	27.00
3rd Year	344	4,133	2,430	6,907	4.98	59.84	35.18
Totals	3,385	104,932	55,575	163,892	2.06	64.03	33.91

This is a recapitulation of Table 5. Pupils lose a great number of days even when schools are in operation, as is shown in Table 22.

TABLE 8
TABLE SHOWING NUMBER AND PERCENTAGES OF PUPILS LEAVING SCHOOL
AT THE AGE OF 15 YEARS

Grades	No of Pupils leaving School at the age of 15 years	Percent. of total enrol- ment leaving School at the age of 15 years	Percent of total leaving School at the age of 15 years	Percent. of each grade leaving School at the age of 15 years
Division I:				
1st Year	7	.004	.19	.03
2nd Year	5	.003	.14	.03
3rd Year	20	.012	.57	.11
Division II:				
1st Year	55	.033	1.54	.32
2nd Year	169	.103	4.72	1.04
3rd Year	305	.186	8.53	2.07
Intermediate:				
1st Year	633	.386	17.67	4.38
2nd Year	972	.593	27.18	7.50
3rd Year	1,058	.645	29.59	9.12
High School:				
1st Year	276	.168	7.71	3.79
2nd Year	74	.045	2.07	1.11
3rd Year	3	.002	.09	.05
Total	3,577	2.180	100.00	

TABLE 9
TABLE SHOWING ATTENDANCE OF PUPILS MONTH BY MONTH DURING
THE YEAR JULY 1st, 1939, TO JUNE 30th, 1940

Month	Possible Aggregate	Actual Aggregate	Percentage of attend- ance per month
July	1,032	871	84.41
August	39,166.5	35,670	91.08
September	2,934,786	2,647,785.5	90.22
October	3,135,652	2,809,537	89.60
November	3,278,649.5	3,033,477.5	92.52
December	2,430,655.5	2,229,214	91.71
January	3,207,139.5	2,811,322	87.03
February	3,203,338	2,902,758	90.61
March	2,352,817	2,153,190.5	91.09
April	3,344,148	2,997,223	89.62
May	3,342,411.5	3,068,694.5	91.81
June	3,002,925.5	2,796,512.5	93.12
Average Monthly Percentage of Attendance			90.24

The average monthly percentage of attendance shows a decrease of .09% from last year.

TABLE 10
SCHOOL DISTRICTS

Number of School Districts in existence Dec. 31st, 1939, including the units in Consolidation	3,881
Number of Consolidations in existence Dec. 31st, 1939	57
Number of School District Units in Consolidation Dec. 31st, 1939	191
Number of School Districts established in 1940	20
Number of School Districts dissolved in 1940: Rural High	1
Rural	2
Consolidated	3
	6
Number of School Districts in the Province Dec. 31st, 1940, including the units in Consolidation	3,899
Number of Consolidations in Province Dec. 31st, 1940	54
Number of School District Units in Consolidation Dec. 31st, 1940	184
Number of Rural High Schools in existence Dec. 31st, 1940	7
Number of Units in Rural High Schools Dec. 31st, 1940	39
Number of School Divisions in Province Dec. 31st, 1939	46
Number of School Divisions erected in 1940	2
Number of School Divisions in existence Dec. 31st, 1940	48
Number of Units in School Divisions Dec. 31st, 1940	3,346

To obtain the number of schools that could operate, deduct the number of units in Consolidations from the number of school districts in the Province at Dec 31st, 1940, and add the 54 Consolidations. The Rural High Schools could also be added, as they are districts within districts

TABLE 11
ATTENDANCE OF PUPILS

	Enrol- ment	Number of Boys	Number of Girls	Aggregate Attend- ance	Average Attend- ance
City Schools	37,359	18,617	18,742	6,603,350.5	33,430.49
Town Schools	15,126	7,308	7,818	2,634,842	13,388.10
Separate Schools	6,772	3,175	3,597	1,119,516.5	5,772.88
Village Schools	14,413	7,119	7,294	2,462,606.5	12,564.17
Consolidated Schools	6,265	3,104	3,161	1,068,072	5,431.55
Rural High Schools	352	136	216	58,908.5	300.00
Divisions	76,182	38,845	37,337	12,399,898.5	63,033.82
Rural Schools	7,423	3,823	3,600	1,139,061	5,965.46
Totals	163,892	82,127	81,765	27,486,255.5	139,886.47

The average number of pupils enrolled per room was 28.26, an increase of 1.42 from the previous year. The average attendance of pupils per room was 24.07, an increase of 1.35 over the previous year.

TABLE 12

DIAGRAM SHOWING NUMBER OF PUPILS PER ROOM IN ALBERTA SCHOOLS
FROM 1905 - 1940 INCL.

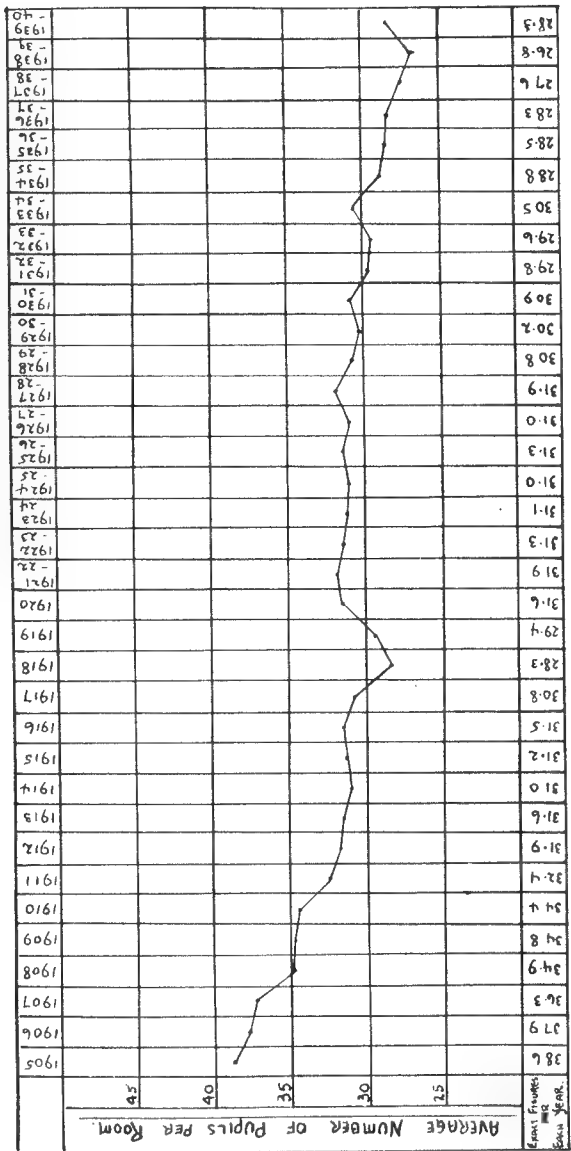


TABLE 13
STATEMENT SHOWING NUMBER OF SCHOOL DISTRICT UNITS IN DIVISIONS,
NUMBER OF ROOMS IN OPERATION, AND NUMBER OF PUPILS
ENROLLED BY DIVISIONS

No	Name of Division	No. of S.D. Units in Division	No. of rooms in oper- ation	No. of graded schools	No. of co-oper- ating S.D. in Division	Total enrol- ment	Average attend- ance
1	Berry Creek	29	25	2	7	332	264.34
2	St. Mary's River	57	70	15	12	1,685	1,468.17
3	Foremost	119	83	4	37	1,214	1,026.43
4	Cypress	71	67	4	8	1,290	1,048.60
5	Tilley East	50	24	1	13	288	241.14
6	Taber	61	40	6	23	831	692.86
7	Lethbridge	78	91	15	26	2,338	1,779.40
8	Acadia	100	54	3	30	704	576.82
9	Sullivan Lake	76	46	4	25	695	552.89
10	Peace River	57	56	5	5	1,367	1,057.83
11	Lac Ste. Anne	72	78	6		2,242	1,889.37
12	Edson	44	50	3		1,415	1,079.52
13	Clover Bar	79	108	22		3,249	2,681.51
14	Grande Prairie	86	85	6	5	2,129	1,795.39
15	Rocky Mountain	74	80	5		1,981	1,581.24
16	Neutral Hills	78	44	2	28	680	533.20
17	Holden	77	88	9		1,946	1,682.52
18	Lamont	54	92	31		2,749	2,419.79
19	Vegreville	66	73	9		1,710	1,457.95
20	Camrose	70	79	8		1,769	1,550.07
21	Two Hills	71	104	26		3,405	2,942.80
22	Killam	72	68	4	7	1,316	1,055.62
23	Stony Plain	71	78	8	2	2,346	1,873.44
24	Sturgeon	85	107	20		3,172	2,635.89
25	Vermillion	99	108	7		2,170	1,783.14
26	Stettler	77	77	3		1,343	1,125.22
27	Castor	83	75	5	10	1,217	967.36
28	Macleod	64	59	4		818	705.20
29	Pincher Creek	39	34	1		572	434.72
30	Drumheller	80	80	4	4	1,343	1,099.58
31	Olds	93	99	9		2,297	1,985.13
32	Wainwright	69	67	2		1,179	1,013.19
33	Provost	72	57	1	4	803	692.70
34	Ponoka	78	78	2	10	1,858	1,462.89
35	Red Deer	78	88	5	1	1,865	1,555.87
36	Wetaskiwin	65	60	2	1	1,773	1,461.41
37	Pembina	90	99	9		2,771	2,207.42
38	Foothills	76	58	3	21	893	762.68
39	Smoky Lake	72	116	39	1	3,624	3,153.15
40	Wheatland	81	75	5	2	1,329	1,122.30
41	Calgary	76	77	9		1,426	1,169.09
42	Athabasca	89	99	10		2,623	2,133.00
43	Bow Valley	51	40	3	7	584	469.15
44	E.I.D.	27	29	6		789	652.01
45	St. Paul	64	75	10		2,120	1,708.00
46	Bonnyville	60	60	5		1,932	1,483.82

TABLE 14
PERIOD OF ATTENDANCE OF PUPILS DURING THE YEAR IN CITY, TOWN,
VILLAGE AND RURAL SCHOOLS

Period of Attendance	City and Town	Village	Rural	Total
Less than 20 days	727	267	1,235	2,229
Between 20 and 39 days	706	280	1,627	2,613
Between 40 and 59 days	729	252	1,574	2,555
Between 60 and 79 days	740	262	1,526	2,528
Between 80 and 99 days	640	270	1,532	2,442
Between 100 and 119 days	986	321	2,745	4,052
Between 120 and 139 days	1,375	543	4,184	6,102
Between 140 and 159 days	2,887	1,360	9,049	13,296
Between 160 and 179 days	11,600	5,171	24,572	41,343
Between 180 and 199 days	38,841	12,250	35,394	86,485
200 days and over	26	54	167	247
Totals	59,257	21,030	83,605	163,892

Of the pupils enrolled 78.15% attended over 160 days, an increase of 1.02% over last year.

TABLE 15

TABLE SHOWING ATTENDANCE IN TOWN SCHOOLS DURING THE YEAR 1939-40

School	Enrolment	Average Attendance	Av. Monthly Percentages
St. Albert	165	143.20	89.5
Edmonton	16,005	14,585.04	95.6
Calgary	14,510	12,747.22	92.9
Thibault	214	189.54	95.2
Macleod	348	301.83	92.7
Lethbridge	2,406	2,173.85	93.5
Medicine Hat	1,926	1,669.00	93.3
Fort Saskatchewan	235	212.10	94.3
Gleichen	161	136.54	92.0
Red Deer	779	685.04	92.9
Pincher Creek	190	163.49	93.5
High River	375	340.09	93.3
Okotoks	192	168.21	92.4
Innisfail	374	317.60	92.0
Olds	439	364.50	89.4
Lacombe	435	393.90	95.3
Wetaskiwin	586	526.18	92.5
Leduc	289	261.90	95.2
Ponoka	469	402.97	91.6
Cardston	619	558.54	93.9
Magrath	472	422.44	91.9
Blairmore	414	372.32	95.4
Didsbury	253	224.06	92.2
Raymond	770	699.26	92.8
Claresholm	336	294.17	92.1
Athabasca	169	145.37	90.8
Taber	599	534.51	92.5
Stavely	102	85.88	91.6
Coleman	636	573.52	95.9
Granum	103	92.40	93.4
Camrose	627	581.30	93.8
Vermilion Centre	390	344.62	94.5
Stettler	324	294.27	93.3
New Vegreville	443	399.77	94.6
Daysland	166	152.58	93.2
Strathmore	158	140.73	90.4
Wainwright	273	242.70	91.9
Hardisty	144	122.82	93.2
Vulcan	279	246.95	91.9
Tofield	166	154.19	93.9
Bow Island	166	141.36	92.2
Brooks	217	188.97	93.2
Bassano	208	181.32	92.5
Castor	113	100.91	94.2
St. Paul	376	317.76	92.8
Redcliffe	204	184.29	95.4
Beverly	217	200.66	93.8
Edson	458	403.89	90.5
Coronation	199	181.51	93.3
Drumheller	1,147	1,044.16	92.9
Grande Prairie	378	334.25	92.5
Peace River	274	235.33	92.4
Big Valley	177	148.85	91.8
Rocky Mountain House	282	234.15	92.0
Hanna	409	366.70	92.9
Three Hills	214	179.52	90.1
Grouard	187	144.46	95.4
Calgary, R.C.S.	1,713	1,450.44	91.8
Edmonton, R.C.S.	3,142	2,651.20	92.2
Lethbridge, R.C.S.	598	552.90	95.0
Sacred Heart, R.C.S.	31	25.56	84.2
St. Martin's, R.C.S.	124	111.70	90.9
North Red Deer	138	123.12	94.9
St. Michael's, R.C.S.	132	107.08	94.6
St. Louis, R.C.S.	200	176.13	94.2
Theresetta, R.C.S.	68	54.22	93.5
St. Joseph's, R.C.S.	114	101.37	90.3
Wainwright, R.C.S.	103	90.00	92.7

Average of Monthly Percentages of Attendance of Town Schools during the year for the months actually operated was 92.8. This is an increase of .1 over last year.

TABLE 16
DISTRIBUTION OF PUPILS IN SECONDARY GRADES BY SUBJECTS
OF INSTRUCTION

Course and Subject	Grade X		Grade XI		Grade XII		Totals by Sex		Grand Totals
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
ACADEMIC:									
Algebra 1	1075	1165	455	436	79	123	1609	1724	3333
Algebra 2			93	97	680	913	773	1010	1783
Biology	715	769	293	508	121	227	1129	1504	2633
Biology (Grade XII)			3	8	467	901	470	909	1379
Chemistry 1	59	85	1013	1136	150	282	1222	1503	2725
Chemistry 2			2	1	853	1037	855	1038	1893
Dramatics 1	513	806	253	284	32	96	798	1186	1984
English	1822	1962	1500	1942	1467	1787	4789	5691	10480
French 1	850	1049	301	371	57	80	1208	1500	2708
French			507	747	230	281	737	1028	1765
French 3				2	516	805	516	807	1323
Geometry 1	53	92	893	1005	177	261	1123	1358	2481
Geometry 2	2		5	8	83	134	90	142	232
Geology 1	715	435	258	232	97	77	1070	744	1814
German 1	3	2	2	5	3	5	8	12	20
German 2			3	10	4	16	7	26	33
German 3					8	3	8	3	11
General Mathematics 1	539	668	60	146	21	53	620	867	1487
General Mathematics 2	15	11	131	211	64	210	268	478	746
General Science 1	238	164	30	25		268	189	457	645
General Science 2	27	33	71	25	111	25	209	83	292
Health and Physical Education 1	1698	1887	52	150	9	13	1755	2050	3805
Physical Education 2	2	1	402	457	23	25	427	483	910
History of Literature			71	61		3	71	64	135
Latin 1	214	375	120	203	54	120	388	698	1086
Latin 2			121	191	77	152	198	343	541
Latin 3			33	29	72	93	105	122	227
Social Studies 1	1776	2115	145	190	16	3	1937	2308	4245
Social Studies 2	69	32	1395	1969	82	40	1546	2041	3587
History, Modern, and Social Studies 3			4	7	1251	1555	1255	1562	2817
Sociology and Psychology	3	1	630	755	78	114	711	870	1581
Trigonometry and Analytical Geom.					673	838	673	838	1511
Physics 1	675	603	220	213	47	67	942	883	1825
Physics 2					592	441	592	441	1033
Economics					67	70	67	70	137
COMMERCIAL:									
Bookkeeping 1 (a)	442	367	114	152	46	73	602	592	1194
Bookkeeping 1	177	264	76	122	49	89	302	475	777
Bookkeeping 2			47	140	19	38	66	178	244
Typewriting 1 (a)	139	236	48	94	28	64	215	394	609
Typewriting 1	179	436	75	102	128	186	382	724	1106
Typewriting 2			2	89	393	26	122	115	517
Stenography 1 (a)	28	73	10	19	2	16	40	108	148
Stenography 1	94	403	16	51	35	123	145	577	722
Stenography 2			72	378	25	127	97	505	602
Office Practice 1	18	75	86	284	50	291	154	650	804
Commercial Law	34	4	419	566	102	173	555	743	1298
Business Eng. and Office Practice 3 (old course)									
Secretarial Training 1 (old course)					10	115	10	115	125
Bookkeeping-Accounting 2 (old course)					4	8	4	8	12
Business Machines					10	82	10	82	92
Art 1	462	580	198	303	106	150	766	1033	1799
Art 2			153	109	46	59	199	168	367
Music 1	202	605	181	435	78	175	461	1215	1676
Music 2			1	48	139	17	55	195	260
TECHNICAL AND SPECIAL:									
General Shop 1	413	21	136	26	50	9	599	56	655
General Shop 2			69		20				89
Electricity 1	141		29	2	12		182	2	184
Electricity 2			101		8	1	109	1	110
Electricity 3 (old course)					34		34		34
Woodwork 1	120		46		3		169		169
Woodwork 2			74		2		76		76
Metalwork 1	144		16		14		174		174
Metalwork 2	40		51		44		135		135
Printing 1	29		1			10	30	10	40
Printing 2			15			2	15	2	17
Automotives 1	161		7		1		169		169
Automotives 2			96		14		110		110
Mechanical Drawing	3		1		1		5		5
Home Economics 1		370		151		66		587	587
Home Economics 2				99		10		109	109
Home Making 1				91		25		116	116

DEPARTMENT OF EDUCATION

TABLE 16—Continued

Course and Subject	Grade X		Grade XI		Grade XII		Totals by Sex		Grand Totals
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
TECHNICAL & SPECIAL: Continued:									
Home Making 2				17		8		25	25
Arts and Crafts 1	8	22		5	1		9	27	27
Arts and Crafts 2			4	12		2	4	14	18
Fabrics and Dress 1		78		5		41		124	124
Fabrics and Dress 2				38		12		50	50
Needlework		213		92	5	45	5	350	355
Vocations and Guidance	332	317	265	256	35	92	632	665	1297
General Mathematics 3 (old course)					62		62		62
Motor Mechanics 3 (old course)					30		30		30
Building Construction 1 (old course)					12		12		12
Home Making 3						3		3	3
Metals 3					15		15		15
Creative Writing					4	40	4	40	44

TABLE 16(a)

DISTRIBUTION OF PUPILS IN INTERMEDIATE SCHOOLS BY SUBJECTS OF INSTRUCTION

Course and Subjects	Grade VII		Grade VIII		Grade IX		Totals by Sex		Grand Totals
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
COMPULSORY SUBJECTS:									
English	2373	2528	2126	2333	2131	2416	6630	7277	13907
Social Studies	2373	2528	2126	2333	2149	2444	6648	7305	13953
Health and Physical Education	2374	2528	2121	2327	2141	2439	6636	7294	13930
Mathematics	2373	2528	2126	2333	2160	2467	6659	7328	13987
General Science	2373	2528	2126	2333	2160	2467	6659	7328	13987
Music (Optional in Grade IX)	2346	2488	2089	2300	540	860	4975	5648	10623
Art (Optional in Grade IX)	2200	2270	670	703	585	537	3455	3510	6965
OPTIONAL SUBJECTS:									
Dramatics	622	723	860	984	731	933	2213	2640	4853
Farm and Home Accounting (Grades VII and VIII)	280	305	564	638			844	943	1787
Typewriting	3	8	75	83	524	634	602	725	1327
General Shop	1862	26	1776	19	1688	15	5326	60	5386
Home Economics		1943		1961		1641		5545	5545
Elementary Bookkeeping and Junior Business	21		21		1284	1234	1326	1234	2560
Oral French	16	21	376	446	1110	1357	1502	1824	3326
Woodwork						17		17	17
Automotive						17		17	17
Metals						17		17	17
Home Making							13		13
Textiles							13		13

TABLE 17

PUPILS IN SECONDARY CLASS-ROOMS BY SEX, GRADE AND AGE IN 63 CITY AND TOWN SCHOOL DISTRICTS

Grade	Sex	10 yrs.	11 yrs.	12 yrs.	13 yrs.	14 yrs.	15 yrs.	16 yrs.	17 yrs.	18 yrs.	19 yrs.	20 yrs.	21 yrs. or over	Total
Grade X	Boys				7	117	526	682	352	149	38	10	6	1887
	Girls				6	125	754	823	356	118	15	5	1	2203
Grade XI	Boys				10	111	497	647	372	133	37	13		1820
	Girls				23	138	672	800	339	142	38	22		2174
Grade XII	Boys					14	114	440	660	460	161	81		1950
	Girls					24	147	722	937	570	184	93		2677
Totals by Sex	Boys				7	127	651	1293	1439	1181	631	208	100	5637
	Girls				6	148	916	1642	1878	1394	727	227	116	7054
Grand Totals					13	275	1567	2935	3317	2575	1358	435	216	12691

TABLE 17(a)
PUPILS IN INTERMEDIATE CLASS-ROOMS BY SEX, GRADE AND AGE
IN 67 CITY AND TOWN SCHOOLS

Grade	Sex	10 yrs.	11 yrs.	12 yrs.	13 yrs.	14 yrs.	15 yrs.	16 yrs.	17 yrs.	18 yrs.	19 yrs.	20 yrs.	21 yrs. or over	Total
Grade VII	Boys		52	560	968	453	261	65	13	1		1		2374
	Girls	2	80	695	1100	409	187	43	11			1		2528
Grade VIII	Boys		1	51	486	829	458	218	67	13	2		1	2126
	Girls		1	69	667	939	471	145	40	6				2338
Grade IX	Boys			1	65	526	807	488	213	51	9	1	1	2162
	Girls				4	86	1000	461	168	28	9	1	6	2467
Totals by Sex	Boys		53	612	1519	1808	1526	771	293	65	11	2	2	6662
	Girls	2	81	768	1853	2052	1658	649	219	34	9	2	6	7333
Grand Totals		2	134	1380	3372	3860	3184	1420	512	99	20	4	8	13995

TABLE 18

Number of Pupils leaving to attend:

- (a) Normal Schools
- (b) Universities and Institute of Technology and Art
- (c) Business Colleges
- (d) Other Schools

Totals
437
360
347
2,605

Number of Pupils who left the District (not included above)

Number who died

Number permanently at home owing to ill-health

3,749
1,519
84
262

NUMBER AT WORK

	Grades	VII and under	VIII	IX	X	XI	XII	Total
Girls—								
At home		514	501	573	175	192	243	2,198
In domestic service		41	47	65	34	32	52	271
In shops and offices		2	2	25	16	68	115	228
In factories			1	1	5	4	1	12
Learning a trade		3	8	12	8	11	72	114
In other occupations, such as delivering messages, etc.		2	5	3	6	10	23	49
In occupations not known		10	5	24	19	42	52	152
Totals		572	569	703	263	359	558	3,024
Boys—								
At home (farming, etc.)		791	652	600	156	159	134	2,492
In shops and offices as clerks		5	16	17	24	80	116	258
In factories, mines, etc.		15	12	20	18	22	34	121
Learning a trade		7	14	30	33	48	67	199
In other occupations, such as messengers, delivery boys, etc.		24	44	73	49	109	99	398
In occupations not known		52	55	62	39	63	69	340
Totals		894	793	802	319	481	519	3,808

NUMBER AT WORK

Girls	58	99	128	33	68	99	485
Boys	77	92	107	24	44	86	430
Totals	135	191	235	57	112	185	915
Grand Total							13,361

DEPARTMENT OF EDUCATION

TABLE 19

TABLE SHOWING THE NUMBER OF SCHOOLS IN OPERATION AND DAYS
ACTUALLY OPERATED DURING THE YEAR

Period of Operation	City and Town	Village	Rural	Total
Less than 20 days				
Between 20 and 39 days			1	1
Between 40 and 59 days			1	1
Between 60 and 79 days			1	1
Between 80 and 99 days			2	2
Between 100 and 119 days			2	2
Between 120 and 139 days			4	4
Between 140 and 159 days			19	19
Between 160 and 179 days			34	34
Between 180 and 199 days	64	160	32.69	3,493
200 days and over	3	10	26	39
Totals	67	170	3,359	3,596

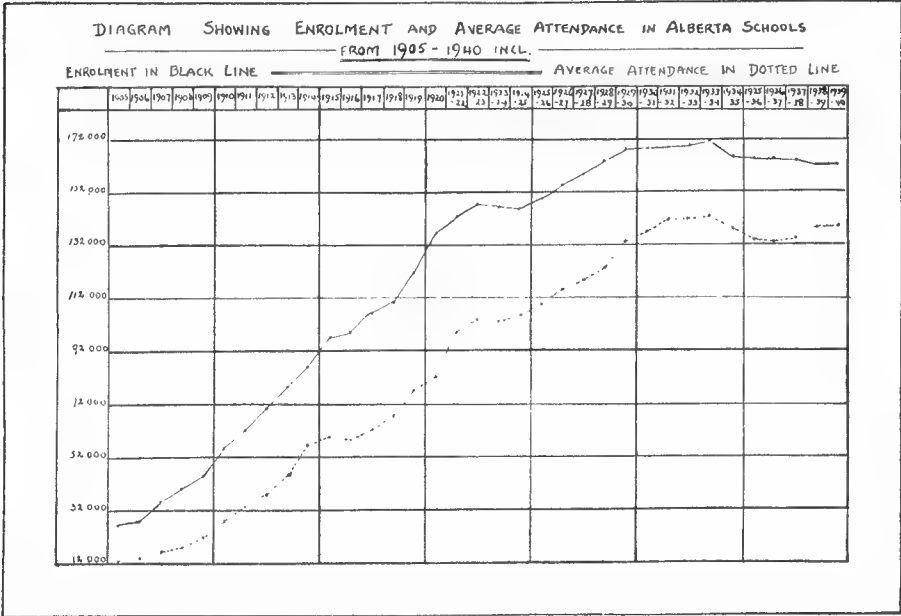
During the year 99.1% of the schools in operation, operated over 160 days.

TABLE 20

NUMBER OF SCHOOLS IN OPERATION AS AT JUNE 30th, 1939, AND JUNE 30th,
1940, AND NUMBER OF DEPARTMENTS IN EACH

School Districts having:	Total Schools		Total Departments	
	June 30, 1939	June 30, 1940	June 30, 1939	June 30, 1940
1 Department	3,020	3,004	3,020	3,004
2 Departments	327	340	654	680
3 "	82	76	246	228
4 "	50	54	200	216
5 "	34	40	170	200
6 "	19	20	114	120
7 "	12	12	84	84
8 "	8	8	64	64
9 "	4	6	36	54
10 "	5	4	50	40
11 "	2	1	22	11
12 "	7	9	84	108
13 "	5	4	65	52
14 "	2	1	28	14
15 "	2	1	30	15
16 "	1	1	16	16
17 "		2		34
18 "		2		36
19 "	2	1	38	19
20 "	1	1	20	20
21 "	1		21	
22 "		1		22
30 "	1		30	
33 "	1	1	33	33
34 "		1		34
43 "		1		43
50 "	1		50	
55 "	1		55	
59 "		1		59
66 "	1	1	66	66
85 "	1		85	
90 "		1		90
382 "	1		382	
383 "		1		383
415 "		1		415
419 "	1		419	
Totals	3,592	3,596	6,082	6,180

TABLE 21



DEPARTMENT OF EDUCATION

TABLE 22

	1929-30	1938-39	1939-40
(1) Aggregate number of days attended during the year	25,646.159	27,120.084	27,486.255.5
(2) Average number attending each day	132,573.01	138,191.85	139,886.47
(3) Average monthly percentage of attendance	89.35	90.33	90.24
(4) Average number of days school was open during the year	190.21	191.80	193.18
(5) Average number of days pupils attended during the year	152.58	166.19	167.70
(6) Average number of days pupils lost during the year	47.42	33.81	32.30
(7) Percentage proportionate of total attendance to average attendance	78.87	84.65	85.35
(8) Percentage proportionate of Intermediate to Elementary Grades	30.34	37.04	37.09
(9) Percentage proportionate of High School to Intermediate and Elementary Grades	7.76	14.08	14.51

There is an increase of 1.3 days in the average number of days attended by pupils during the year. The number of days lost is based on a school year of 200 days. The actual time lost by pupils is 13.19% of the time schools were in operation.

The average monthly percentage of attendance was 90.24.

Grades I to VI of the old system are now reckoned as Elementary, Grades VII to IX are Intermediate, and Grades X to XII are High School Grades.

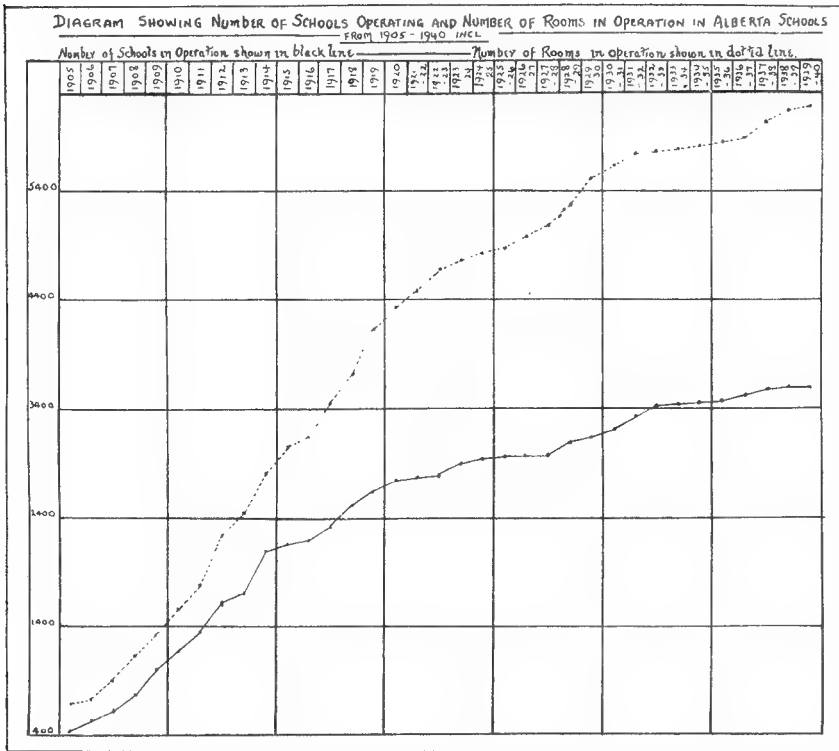
TABLE 23

TABLE SHOWING PARTICULARS RE SCHOOL DISTRICTS, SCHOOLS IN OPERATION, ETC., OF ALL SCHOOLS FROM 1905 TO 1940 INCLUSIVE

Year	No. of S.D. in Existence	No. of S.D. in Operation	No. of Rooms in Operation	Percentage of S.D. in Operation	Average Length of School Year	Average Monthly Percentage of Attendance
1905	602	476	628	79.07	174.4	
1906	746	570	760	76.41	183.2	
1907	902	694	945	76.94	159.6	
1908	1,070	851	1,135	79.53	160.0	
1909	1,250	970	1,323	77.60	163.2	
1910	1,501	1,195	1,610	79.60	158.3	
1911	1,784	1,392	1,902	77.93	157.0	
1912	2,029	1,600	2,229	78.85	178.8	
1913	2,235	1,705	2,511	71.81	178.3	
1914	2,360	2,027	2,898	85.89	181.4	
1915	2,478	2,138	3,082	86.36	181.5	
1916	2,598	2,170	3,143	83.33	184.1	
1917	2,773	2,471	3,497	89.11	182.5	
1918	2,964	2,766	3,933	93.32	180.5	82.53
1919	3,106	2,796	4,128	90.02	180.2	82.51
1920	3,215	2,826	4,289	87.90	183.0	82.76
1921-22	3,367	2,861	4,485	85.27	187.7	85.61
1922-23	3,388	2,995	4,729	88.40	184.6	86.42
1923-24	3,409	3,034	4,742	89.00	184.7	87.25
1924-25	3,431	3,033	4,759	88.40	184.7	87.44
1925-26	3,463	3,041	4,803	87.91	187.6	86.56
1926-27	3,515	3,124	4,977	89.10	188.4	86.56
1927-28	3,571	3,202	5,148	89.66	184.6	87.36
1928-29	3,640	3,242	5,345	89.07	187.9	87.28
1929-30	3,720	3,314	5,558	89.13	190.2	89.35
1930-31	3,755	3,346	5,624	88.94	192.7	89.99
1931-32	3,788	3,395	5,729	89.44	195.0	90.02
1932-33	3,734	3,451	5,796	90.66	192.5	88.69
1933-34	3,766	3,428	5,782	91.03	192.7	90.18
1934-35	3,812	3,449	5,815	90.48	184.6	88.46
1935-36	3,859	3,492	5,873	90.49	178.8	87.15
1936-37	3,926	3,542	5,935	90.22	191.1	88.21
1937-38	3,978	3,591	6,034	90.27	196.1	89.50
1938-39	3,992	3,592	6,082	90.27	191.8	90.33
1939-40	4,008	3,596	6,180	89.55	193.2	90.24

Of the school districts able to operate, 95.5% were in operation. The total of 4,008 includes 184 units in consolidation and 49 divisions established in 1940.

TABLE 24



DEPARTMENT OF EDUCATION

TABLE 25

RECEIPTS AND DISBURSEMENTS

SUMMARY OF RECEIPTS AND DISBURSEMENTS OF ALL SCHOOL DISTRICTS
FOR THE YEAR 1939

RECEIPTS

Cash on hand January 1st, 1939	\$ 798,151.55
Proceeds from Debentures	85,700.82
Taxes Collected	8,387,513.52
Government Grants	1,809,392.43
Borrowed by Note	1,392,757.40
Pupils' Fees	128,427.82
Sale of Supplies	25,415.04
Sale of Property	4,352.23
Received from other sources	223,083.26
	<u>\$12,854,794.07</u>

DISBURSEMENTS

Teachers' Salaries	\$ 6,376,876.24
Official Salaries	261,462.98
Paid on Debentures	839,186.91
Paid on Loans—Principal \$1,379,489.69, Interest \$27,481.30	1,406,970.99
School Buildings and Repairs	795,192.16
School Grounds	39,652.66
School Furniture	142,767.23
Text Books	37,529.64
Library and Reference Books	44,770.59
School Supplies	343,075.20
Tuition Fees	98,259.41
Conveyance of Pupils	215,825.50
Caretaking and Supplies	551,708.32
Fuel	372,198.91
Insurance	64,627.96
Other Expenditures	383,875.13
Balance on hand December 31st, 1939	880,814.24
	<u>\$12,854,794.07</u>

TABLE 25(a)

STATEMENT SHOWING RECEIPTS AND DISBURSEMENTS IN THE FORTY-FOUR
SCHOOL DIVISIONS IN OPERATION IN THE YEAR 1939

RECEIPTS (GENERAL)

Cash on hand January 1st, 1939	\$ 192,046.22
Taxes Collected	2,849,923.64
Government Grants	994,218.61
Borrowed by Note	885,791.26
Tuition Fees	6,512.83
Sale of Supplies	24,533.47
Other Sources	123,150.63
	<u>\$5,076,176.66</u>

RECEIPTS (CAPITAL)

Cash on hand January 1st, 1939	\$ 286.41
Proceeds from Debentures	20,182.15
Taxes Collected	142,012.36
Borrowed by Note	12,910.10
Sale of Property	4,352.23
Other Sources	7,140.62
	<u>\$ 186,883.87</u>

DISBURSEMENTS (CAPITAL)

School Sites	\$ 1,681.96
School Buildings	152,884.38
Furniture	22,271.11
Other Disbursements	9,930.11
Balance on hand December 31st, 1939	116.31
	<u>\$ 186,883.87</u>

EXPENDITURES (GENERAL)

(a) ADMINISTRATIVE:

Secretary-Treasurers' Salaries	\$ 51,936.27
Auditors' Fees	5,230.18
Divisional Trustees, Local Trustees and Secretaries	57,981.67
Elections	1,797.34
Interest	2,318.79
Office Equipment and Supplies	39,815.50
Office Fuel and Light	1,430.62
Office Insurance	396.25
Sundry Administrative Expenses	26,731.11
Total Administrative Expenses	\$ 187,637.73

(b) OPERATION OF SCHOOLS:

Teachers and Supervisor's Salaries	\$2,511,126.47
Health Services and Supplies	10,252.54
Caretaking and Supplies	183,000.92
Fuel and Light	155,582.20
Repairs to Buildings	220,174.63
School Grounds	16,421.65
School Furniture	61,911.30
School Supplies	74,004.07
Text Books	37,529.64
Library and Reference Books	23,697.52
Tuition Fees	89,083.02
Conveyance	82,463.10
Insurance	23,959.36
Debenture Payments: Principal	96,826.46
Interest	23,825.60
Repayment of Loans: Principal	750,752.36
Interest	9,725.04
Other Expenditures	41,216.52
	\$4,411,552.40

(c) Payments made on Liabilities Assumed by Divisions on organization

Balance on hand December 31, 1939	\$ 208,303.54	\$ 208,303.54
		268,682.99
		<u>\$5,076,176.66</u>

TABLE 26

COMPARATIVE STATEMENT SHOWING RECEIPTS AND DISBURSEMENTS OF TOWN, VILLAGE AND RURAL SCHOOLS FOR THE YEAR 1939

RECEIPTS	Town and Village Districts	Rural Districts
Cash on hand January 1st, 1939	\$ 570,007.78	\$ 228,143.77
Proceeds of Debentures	65,518.67	20,182.15
Taxes Collected	5,213,599.67	3,173,913.85
Government Grants	699,135.17	1,110,257.26
Borrowed by Note	486,899.20	905,858.20
Tuition Fees	121,063.80	7,364.02
Sale of Supplies	881.57	24,533.47
Other Sources	86,750.36	140,685.13
	<u>\$7,243,856.22</u>	<u>\$5,610,937.85</u>
DISBURSEMENTS		
Teachers' Salaries	\$3,551,664.91	\$2,825,211.33
Official Salaries	134,765.34	126,697.64
Paid on Debentures	713,562.44	125,624.47
Paid on Notes (Renewals and Interest)	634,752.88	772,218.11
Caretaking and Supplies	357,689.49	192,588.21
Fuel and Light	209,340.42	164,289.11
School Buildings	399,941.07	395,251.09
School Grounds	17,317.29	22,335.37
School Furniture	54,380.42	128,202.31
Supplies	219,708.38	83,551.32
Library and Reference Books	18,382.59	63,917.64
Tuition Fees	5,741.64	92,517.77
Conveyance	133,352.40	82,473.10
Insurance	38,764.00	25,863.96
Other Expenditures	179,452.18	204,422.95
Balance on hand December 31st, 1939	575,040.77	305,773.47
	<u>\$7,243,856.22</u>	<u>\$5,610,937.85</u>

DEPARTMENT OF EDUCATION

TABLE 27

COMPARATIVE STATEMENT SHOWING ASSETS AND LIABILITIES OF TOWN,
VILLAGE AND RURAL SCHOOL DISTRICTS FOR THE YEAR 1939

ASSETS	Town and Village Districts	Rural Districts
Cash on hand December 31st, 1939	\$ 575,040.77	\$ 303,773.47
Land and Buildings	14,961,126.44	5,974,954.03
Furniture and Equipment	1,761,756.72	1,337,039.32
Libraries and Text Books	107,905.01	243,570.11
Balance due on Requisitions in Non-Collecting Districts	629,603.55	443,695.93
Arrears of Taxes in Collecting Districts	2,841,593.17	484,845.43
Other Assets	718,689.02	316,920.28
	<u>\$21,595,714.68</u>	<u>\$ 9,106,798.57</u>
LIABILITIES		
Teachers' Salaries	\$ 33,994.82	\$ 143,928.08
Official Salaries	848.76	1,579.25
Loans	182,462.56	556,413.61
Debentures not yet due	6,633,752.74	552,906.49
Overdue Debentures	153,854.09	312,954.80
Other Liabilities	462,963.00	457,910.36
Excess of Assets over Liabilities	14,127,838.71	7,081,105.98
	<u>\$21,595,714.68</u>	<u>\$ 9,106,798.57</u>

TABLE 28

STATEMENT SHOWING ASSETS AND LIABILITIES OF ALL SCHOOL DISTRICTS
FOR THE YEAR 1939

ASSETS

Cash on hand December 31st, 1939	\$ 880,814.24
Land and Buildings	20,936,080.47
Furniture and Equipment	3,998,796.04
Library and Reference Books	351,475.12
Balance due on Requisitions in Non-Collecting Districts	1,073,299.48
Arrears of Taxes in Collecting Districts	3,326,438.60
Other Assets	1,035,609.30
	<u>\$30,702,513.25</u>

LIABILITIES

Teachers' Salaries	\$ 177,922.90
Official Salaries	2,428.01
Loans	738,876.17
Debentures not yet due	7,186,659.23
Overdue Debentures	466,808.89
Other Liabilities	920,873.36
Excess of Assets over Liabilities	21,208,944.69
	<u>\$30,702,513.25</u>

Total Insurance on Property \$19,017,584.00

TABLE 28(a)

STATEMENT SHOWING ASSETS AND LIABILITIES OF THE FORTY-FOUR SCHOOL DIVISIONS IN OPERATION AS AT DEC. 31, 1939

ASSETS	
Cash on hand December 31st, 1939	\$ 268,682.99
Land and Buildings	5,611,589.76
Furniture and Equipment	1,250,671.73
Library and Text Books	225,082.35
Balance due on Requisitions	436,536.35
Other Assets	303,403.23
	<u>\$8,095,966.41</u>
LIABILITIES	
Teachers' Salaries	\$ 92,150.63
Official Salaries	279.89
Loans	529,655.58
Debentures not yet due	523,139.11
Overdue Debentures	280,532.03
Other Liabilities	421,673.37
Excess of Assets over Liabilities	6,248,535.80
	<u>\$8,095,966.41</u>

TABLE 29
COMPARATIVE COST OF EDUCATION

	1929-1930	1938-1939	1939-1940
IN ALL SCHOOLS:			
Cost per pupil per year according to enrolment	\$ 63.64	\$ 59.22	\$ 60.82
Cost per pupil per year according to average attendance	80.69	68.12	71.28
Average cost per pupil for each day in attendance	.417	.356	.362
IN UNGRADED SCHOOLS:			
Cost per pupil per year according to enrolment	61.08	49.63	38.74
Cost per pupil per year according to average attendance	84.08	61.73	46.97
Average cost per pupil for each day in attendance	.439	.318	.264
IN GRADED SCHOOLS:			
Cost per pupil per year according to enrolment	65.23	70.86	69.29
Cost per pupil per year according to average attendance	78.84	80.93	78.59
Average cost per pupil for each day in attendance	.405	.411	.411
IN TOWN AND VILLAGE SCHOOLS:			
Cost per pupil per year according to enrolment	55.73	53.33	55.50
Cost per pupil per year according to average attendance	67.76	61.42	63.17
Average cost per pupil for each day in attendance	.35	.312	.322
IN CITY SCHOOLS:			
Cost per pupil per year according to enrolment	83.00	86.16	82.94
Cost per pupil per year according to average attendance	95.91	96.86	92.68
Average cost per pupil for each day in attendance	.48	.491	.469
IN CONSOLIDATED SCHOOLS:			
Cost per pupil per year according to enrolment	86.29	76.46	77.95
Cost per pupil per year according to average attendance	107.42	89.63	89.92
Average cost per pupil for each day in attendance	.551	.455	.457
IN DIVISIONS:			
Cost per pupil per year according to enrolment		46.41	53.02
Cost per pupil per year according to average attendance		55.59	64.09
Average cost per pupil for each day in attendance		.283	.309

TABLE 30

TABLE SHOWING TOTAL DISBURSEMENTS, ACTUAL COST OF OPERATION, AND COST PER PUPIL BASED ON ENROLMENT AND ON AVERAGE ATTENDANCE

Year	Total Disbursements	Actual Cost of Operation	Average Cost per Pupil Based on Enrolment	Actual Cost per Pupil Based on Average Attendance
1905	\$ 477,906.28			
1906	422,006.25			
1907	1,793,952.86			
1908	2,393,681.25			
1909	2,735,858.20			
1910	3,362,393.33			
1911	5,025,773.48			
1912	6,667,281.81			
1913	8,684,186.04	\$ 3,211,542.71	\$40.28	\$69.90
1914	7,834,891.67	4,096,142.48	46.43	76.55
1915	7,965,469.42	4,028,592.61	44.69	71.16
1916	6,121,614.26	4,321,020.74	44.09	72.53
1917	6,595,562.01	4,800,938.08	45.39	74.82
1918	7,496,691.64	5,290,892.57	46.81	75.87
1919	8,805,528.59	6,430,231.41	52.89	85.99
1920	10,644,329.13	7,881,971.22	58.06	95.63
1921-22	12,134,488.37	8,753,439.81	61.24	87.09
1922-23	12,358,371.36	8,924,404.34	60.28	84.70
1923-24	11,863,566.60	8,362,506.00	61.22	83.74
1924-25	11,458,506.36	8,760,197.00	59.27	81.20
1925-26	10,826,790.28	8,764,479.00	59.12	80.49
1926-27	11,280,112.44	9,137,429.00	59.18	79.37
1927-28	11,707,988.40	9,466,675.00	50.50	79.49
1928-29	13,036,865.26	10,086,501.00	61.18	81.66
1929-30	14,396,549.42	10,697,549.00	63.64	80.69
1930-31	14,050,523.50	11,017,869.00	65.24	80.58
1931-32	12,122,345.98	10,522,137.00	61.61	75.35
1932-33	11,495,119.68	10,134,592.00	59.96	73.66
1933-34	10,028,939.39	9,295,551.00	55.03	66.80
1934-35	10,349,898.76	9,070,715.00	54.07	66.59
1935-36	10,159,111.07	9,119,641.00	54.54	68.63
1936-37	10,195,128.18	9,203,091.00	54.79	69.14
1937-38	10,659,155.95	9,481,590.00	56.95	70.22
1938-39	11,172,187.34	9,666,965.00	59.22	68.12
1939-40	11,973,979.83	9,969,042.00	60.82	71.28

TABLE 31
TEACHERS' SALARIES 1939-40 IN ALL SCHOOLS

Class of Certificate	Number of Teachers	Salaries Paid		
		Highest	Lowest	Average
Academic Male	82	\$3,900.00	\$ 725 00	\$2,122 72
Academic Female	63	3,300.00	783.00	1,918.58
High School Male	77	3,250.00	900.00	1,389.47
High School Teachers, Female	54	3,250.00	840.00	1,158.96
First Male	1,400	4,000.00	675.00	1,190.44
First Female	2,999	3,300.00	650.00	975.07
Elementary and Intermediate, Male	223	2,100.00	660.00	796.40
Elementary and Intermediate, Female	523	1,840.00	650.00	776.92
Second Male	364	2,700.00	660.00	892.23
Second Female	1,076	2,600.00	660.00	908.07
Third Male	3	840.00	750.00	782.00
Third Female	3	717.00	700.00	705.66
Special and Vocational, Male	76	3,900.00	1,000.00	2,139.93
Special and Vocational, Female	47	3,050.00	840.00	1,697.87

TABLE 32
AVERAGE SALARY OF TEACHERS

	No. of Teachers, 1939-40	Salaries, 1929-30	Salaries, 1939-40
Average Salary per year paid in Divisions	3,518	\$ 812.00	\$ 815 81
Average Salary per year paid in Rural Schools not included in Divisions	268	789 46	784.63
Average Salary per year paid in City and Town Schools	1,549	1,651.04	1,662.67
Average Salary per year paid in Village Schools	501	1,075 30	1,075 12
Average Salary per year paid in Separate Schools	215	1,095 37	1,095.77
Average Salary per year paid in Consolidated Schools	225	1,012.25	1,017 96
Average Salary per year paid in Rural High Schools	14	1,192 61	1,221.43
Average Salary per year paid in all Schools	6,290	1,039 21	1,045.30
Average Salary per year paid in Urban Schools	2,504	1,434.63	1,435.34

TABLE 33
STATEMENT SHOWING ENROLMENT, AVERAGE ATTENDANCE, TEACHERS' SALARIES, ETC., FOR EACH YEAR FROM 1906-40 INCLUSIVE

Year	No. of Pupils Enrolled		Daily Average Attendance of Pupils		Amount Expended on Teachers' Salaries	Total Number of Teachers Employed	Total Number of School Districts Organized	Number of School Districts Erected Each Year	Value of School Buildings and Grounds	Value of School Libraries	Excess of Assets Over Liabilities
	Rural	Town and Village	Rural	Town and Village							
1906	14,576	14,208	7,395.34	7,386.73	\$ 386,107.99	924	742	144	\$ 928,706.26	\$ 10,384.49	\$ 607,678.45
1907	16,344	17,994	8,108.25	9,202.51	497,745.78	1,210	898	156	1,946,869.28	16,490.25	1,486,273.67
1908	19,599	20,054	10,104.32	8,819.44	592,222.64	1,468	1,066	168	2,553,060.43	22,879.20	1,125,362.70
1909	23,165	22,883	12,498.87	9,826.19	758,815.51	1,815	1,245	179	3,531,363.57	30,409.52	2,615,321.78
1910	29,835	25,472	16,577.58	14,033.87	908,045.12	2,217	1,496	251	4,643,613.94	39,302.70	2,941,474.49
1911	32,098	29,562	16,252.65	16,304.11	1,144,583.75	2,651	1,778	282	7,371,632.52	50,950.28	4,078,812.02
1912	36,399	34,643	19,513.65	19,712.95	1,411,200.65	3,054	2,019	241	9,908,492.24	75,327.30	4,995,691.25
1913	39,287	40,622	21,350.65	24,537.56	1,672,525.93	3,298	2,236	217	12,110,978.06	76,468.38	5,359,211.04
1914	46,550	43,360	26,030.33	28,552.69	2,050,697.01	3,978	2,380	124	13,442,987.54	86,597.74	6,189,898.57
1915	51,207	46,079	30,141.68	30,970.32	2,244,963.69	4,218	2,489	129	13,834,839.12	111,839.97	6,886,241.52
1916	47,987	51,223	27,082.80	33,188.59	2,421,404.48	4,607	2,624	135	14,165,087.25	134,387.70	8,432,140.36
1917	54,182	53,545	30,697.64	34,677.23	2,620,085.54	5,133	2,773	135	14,469,014.29	150,690.62	9,069,982.43
1918	48,800	62,229	28,961.28	39,527.37	2,860,351.67	5,652	2,964	149	14,863,976.33	191,387.86	9,827,663.37
1919	53,238	68,329	31,334.04	43,441.56	3,560,317.58	5,902	3,106	142	16,824,719.25	224,971.07	9,990,849.44
1920	59,886	75,964	34,935.05	47,481.63	4,371,508.02	5,914	3,213	109	18,055,485.21	252,691.19	11,573,173.18
1921	56,361	67,967	39,122.17	50,179.18	5,213,011.25	5,920	3,301	86	18,442,012.68	301,364.86	12,538,363.17
1921-22	66,211	76,691	41,892.60	58,651.94	5,438,826.20	5,787	3,367	73	18,068,293.17	337,289.08	14,580,843.29
1922-23	67,790	80,315	44,110.73	61,253.16	5,441,486.95	5,669	3,409	24	18,379,211.58	366,113.20	15,415,937.14
1923-24	67,455	79,918	44,138.26	61,713.88	5,443,247.53	5,727	3,431	22	18,651,314.66	363,982.03	17,135,184.00
1924-25	68,175	79,621	44,709.80	63,170.36	5,477,156.27	5,864	3,463	40	19,028,647.66	369,992.98	17,982,511.66
1925-26	68,971	81,555	46,009.79	64,918.03	5,640,218.58	5,835	3,515	50	19,689,044.57	379,106.19	18,618,336.17
1926-27	73,942	80,438	49,826.69	65,298.09	5,899,839.00	5,380	3,571	59	20,957,119.68	377,499.52	19,606,227.19
1927-28	76,081	83,005	51,470.05	67,613.96	6,243,085.22	5,815	3,640	81	22,399,686.67	381,024.94	19,606,227.19
1928-29	77,665	87,185	53,803.64	69,676.29	6,586,973.98	5,827	3,720	81	22,599,361.43	381,971.83	21,676,640.17
1929-30	79,335	88,741	57,809.26	74,763.75	6,847,412.54	5,844	3,755	40	23,251,971.83	378,338.70	18,811,741.41
1930-31	80,116	88,614	61,226.27	75,466.72	6,741,826.03	5,760	3,738	35	23,251,971.83	378,338.70	18,811,741.41
1931-32	81,438	89,357	62,769.84	76,883.34	6,406,996.78	5,760	3,738	35	23,251,971.83	378,338.70	18,811,741.41
1932-33	83,384	88,061	64,210.35	75,625.98	5,734,956.41	6,050	3,734	20	18,424,568.96	368,557.00	19,358,778.66
1933-34	84,793	87,247	66,299.76	75,570.14	5,613,780.88	5,912	3,766	32	20,491,602.43	358,234.93	22,226,912.37
1934-35	84,099	83,855	64,672.32	71,440.05	5,668,078.81	5,911	3,812	53	18,777,598.98	362,187.78	21,387,642.06
1935-36	83,858	83,335	63,213.42	69,511.76	5,664,072.03	6,001	3,859	53	20,391,512.75	364,279.13	23,496,238.54
1936-37	84,090	83,860	63,467.96	69,641.12	5,893,852.44	6,130	3,926	56	18,004,290.00	356,519.44	20,756,827.91
1937-38	83,673	82,991	65,062.24	70,100.31	6,000,869.71	6,173	3,992	33	18,444,692.16	372,547.51	19,860,197.48
1938-39	82,468	80,773	67,464.39	70,727.46	6,376,876.24	6,176	3,992	24	20,936,080.47	351,475.12	21,208,944.69
1939-40	83,605	80,287	68,999.28	70,887.19		6,290	4,008	20			

*For the June Term only.

TABLE 34
SCHOOL DISTRICTS ESTABLISHED DURING 1940

Name	No.	Date of Establishment	Township	Range	Meridian
Renfrew East	4867	January 2nd	16-17	12	4th
Sun Ray	4868	March 30th	62-63	21-22	4th
East Soldar Creek	4869	April 6th	92-93	22-23	5th
North Side	4870	April 16th	84	5-6	6th
Otter Creek	4871	April 18th	71-72	25-26	4th
Widewater	4872	April 24th	73	7	5th
Garnet	4873	April 30th	33-34	1	5th
Mossdale	4874	May 20th	61	20	4th
New Abee	4875	May 28th	60-61	20-21	4th
Engels	4876	July 4th	62-63	3-4	4th
Charlotte	4877	July 4th	62-63	4-5	4th
MacMillan	4878	July 15th	16-17	29-30-1	4th & 5th
Niobe	4879	July 30th	35-36	28	4th
Red Spring	4880	August 7th	60	1-2	4th
North Cushing Lake	4881	August 7th	59-60	2-3	4th
East Rolling Hills	4882	August 10th	14-15	12-13-14	4th
Grandale	4883	August 23rd	61-62	2-3	5th
Lamoral	4884	September 13th	39-40	10-11	5th
Peoria	4885	November 5th	76-77	2	6th
Elizabeth	4886	December 17th	60	1	4th

SCHOOL DISTRICTS DISSOLVED DURING 1940

Name	No.	Date of Dissolution	Township	Range	Meridian
Foremost Cons.	2	January 1st	5-6	11-12	4th
Milk River Valley Cons.	11	October 15th	1-2-3	13	4th
Clemenceau Cons.	63	May 8th	20-21	16-17	4th
Stockman	4419	September 10th	71-72	16-17	5th
McDougall	4778	May 8th	47	7	5th
Irma Rural High	1	September 3rd	44-45-46	8-9	4th

TABLE 35
REPORT OF PRIVATE SCHOOLS FOR THE SCHOLASTIC YEAR ENDING
JUNE 30th, 1940

Number of Colleges Reporting		38		
		Male	Female	Total
Number of Teachers in residence		71	82	153
Number of Teachers not in residence		38	32	70
Number of Pupils in residence		895	741	1,636
Number of Pupils not in residence		719	1,384	2,103
Number of Pupils also enrolled in publicly controlled schools		31	49	80
Number of Pupils doing work of Elementary Grades		586	624	1,210
Number of Pupils doing work of Intermediate Grades		558	524	1,082
Number of Pupils doing work of High School Grades		309	675	984
Number of Pupils doing special work only		161	302	463
Total Enrolment			3,739	
Average Attendance			3,528.73	
Average number of days schools operated			195.65	
Length of Course in years			4 to 14 years	
Schools under Control of:				
(a) Church			15	
Corporation			8	
Society			4	
Private Individuals			11	
(b) Religious Denominations			29	
Non-Sectarian			9	

INDEX

	Page
Agricultural Education	9, 25
Alberta Trustees' Association	10
Attendance (see Statistics).	
Blind Pupils	12
Certification of Teachers	40
Certificates Issued during 1939	46
Changes in Inspectorial Staff	52
College of Education	8, 39
Committee on Certification	40
Committee on Radio Education	41
Correspondence Courses	10, 47
Deaf Pupils	12
Divisions, New School	9, 58-63
Divisional Secretary-Treasurers	58
Divisional Superintendents	58
Increased Services	59, 61, 62
Map	60
Enrolment in High-School Subjects	45, 95
Examinations—Departmental	43
Health Service in School Divisions	62
High School Instruction	15, 66-71
Inspection:	
Changes in Staff	52
Fairs, Festivals, Conventions and Institutes	25, 71
High School Inspection	66-71
Operation of Schools	55-58, 100, 101
Organization of New School Divisions	58
Personnel and Allocation of Inspectorial Staff	52
Qualifications of Teachers	66, 68
Quality of Instruction	61, 63-66, 69-71
Suggestions and Recommendations	72
Survey of Educational Conditions	55, 56
Teacher Supply	56
Libraries in School Divisions	61
Loans to Normal School Students	13
Loans to School Districts	13
Normal Schools:	
Admission to Normal Schools	29
Annual Conference of Instructors	26-30
Enrolment	32, 33
Health Examination of Normal School Students	33
Normal School Staff	32
Preliminary Tests	33
Reports from the Normal Schools	31
Official Auditors	13
Practice Teaching	28, 35
Private Schools	109
Radio Education	41
Report Cards for Pupils	22
Revision of School Curricula	14-25
School-Book Branch	76-82
School Buildings Branch	83
School Fairs	71
School Festivals	71
Sight-Saving Classes	12
Soldiers' Children	14

INDEX—Continued

	Page
Statistics:	
Attendance of Pupils	87, 91, 93, 94
Attendance of Pupils Month by Month	91
Attendance in Town Schools	93, 94
Classification of Pupils	86-89
Comparative Cost of Education	105
Comparative Statement of Assets and Liabilities of School Districts	104
Comparative Statement of Attendance and Classification	86
Comparative Statement of Enrolment, Attendance and Salaries, 1906-1940	108
Comparative Statement of Receipts and Disbursements of School Districts	102, 103
Comparative Tables Showing Increase in Districts in Operation	98, 100, 101
Cost of Education	105, 106
Distribution of Pupils in Intermediate Grades by Age and Sex	97
Distribution of Pupils in Intermediate Grades by Subject	96
Distribution of Pupils in Secondary Grades by Age and Sex	96
Distribution of Pupils in Secondary Grades by Subject	95
Distribution of Pupils by Sex, Grade and Age	88, 89, 90
Graph Showing Enrolment and Attendance, 1905-1940	99
Graph Showing Number of Pupils per Room, 1905-1940	92
Graph Showing Schools and Rooms in Operation, 1905-1940	101
Percentage of Enrolment	85
Private Schools	109
Pupils Leaving School at Age of 15	85, 90
School Districts	91, 100, 109
School Districts Established During 1940	109
School Districts in School Divisions	93
Summary of Assets and Liabilities of School Districts	104
Summary of Receipts and Disbursements of School Districts	102, 103
Tables Showing Number of Schools in Operation and Days in Operation	98
Tables Showing Pupils Under Age, Normal and Over Age	90
Sub-committee on Examinations	23-25
Summer School for Teachers	39
Survey of Economic Conditions and School Finances	55
Teachers' Conventions	25
Teachers' Salaries	9, 57, 107
Teacher Supply	56
Teacher Training	26-30
Technical Education	73-76
Youth Training	7

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